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ABSTRACT

The beginning reading method explained in this book combines a phonics approach with a sight word/basal reader approach, a method which the author used during her many years in the classroom. The author has found that children can become independent readers in two to four months and may read from 10 to 200 books independently in the first year. Spelling and writing are also stressed in this method. Chapter topics are: the purpose and advantage of the blended sound-sight method, the advanced phonics course taught in grade 1, basic steps and procedures in the blended sound-sight method, the activity set-up, the pre-primer stage, teaching advanced phonics, the individualized library, the teaching of spelling, tying phonics into other subjects, written communication, grouping, what parents should know about reading, individualization, interaction learning climates, and basic procedures when using an individualized approach. Also included are practical helps for teachers such as examples of seatwork, references, and charts. (MKM)

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THE BLENDED SOUND-SIGHT METHOD OF LEARNING

by Anna Gertrude Ingham

Second Edition, Revised

Modern Press, Saskatoon, Saskatchewan

CS 002 354

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FOREWORD

If you are thirty or over then the chances are that you learned to read by the sound or phonic method. For weeks, even months you and I practised our sounds and a dull, largely meaningless business it was. The weaknesses of the method were easy to see, the slow jerky, stop and go reader, stumbling and sounding out every second word. Then if you were like me--I went to Saskatoon Normal School in the forties--you found that the sound method was out, totally out. It had been replaced by the sight method and for a couple of decades "phonics" became something of a nasty word.

The sight method of reading corrected many of the weaknesses of the sound method and there was general rejoicing that the problem of how to teach reading had been solved. Six-year-olds now read smoothly and quickly with expression and comprehension. But in the almost universal condemnation of the sound method its very substantial advantages were overlooked while at the same time the weaknesses of the new sight method slowly began to make themselves felt.

Gradually a blend of the two methods has begun and this book sets out clearly how this blend is best achieved. However the reading course outlined in the following pages is not merely a bringing together of two known methods into a coherent pattern. It makes quite unique and original contributions to teaching methods in the first grade, as any experienced teacher who goes through it even casually will quickly discover. For example the exciting procedure of teaching phonics is a far cry from the drudgery of the original sound method.

The most startling contribution is the high goals which this course sets and which through twenty years of class-room results it has proven it can produce among beginning students. By the use of the blended method students at the end of grade one are reading, spelling and writing compositions normally associated with children of considerably more advanced ages and grades. Partly this is because the author operates on the premise that six-year-old children are close to the peak of their learning faculty, more teachable, more receptive and more eager than they ever may be again. To be happy they must be challenged to the limit of their capacity. The manner in which they respond and meet the challenge is astonishing.

The method outlined in the following pages is not one which proceeded from an educational theory and then tested under ideal class-room conditions with carefully chosen students. Rather it grew and developed over many years in an average class-room like yours, like thousands all over Canada, where one takes what comes, the brilliant and not so brilliant, the well behaved and the not so well behaved. Out of this flows a method which is applicable to your situation. It does not require special equipment or special books--and often we cannot fully believe in a method which possesses no gadgets--it merely requires a capable teacher and her class.

The results appeared to me like a miracle. If you are an experienced teacher you may have lost faith in miracles. But don't lose faith because you have your hands at this moment on the key to a reading miracle.

J.B. Webster, B.A., M.A.
(Brit.Col.), Ph.D. (London).

INTRODUCTION

Mrs. Ingham has developed a highly successful method of teaching reading to beginners which is outlined comprehensively in this book.

She is to be commended for setting forth so clearly the steps used in this phonetic approach to reading. I am sure that many teachers will find it invaluable as straight-forward practical instruction.

H.H. Miller,
Superintendent of Public
Schools

Yorkton, Saskatchewan

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PREFACE

The Blended Sound-Sight Method of Reading is different from most approaches to reading, in that the pupils become independent readers in from two to four months; an average pupil will read independently during his Grade One year from seventy to one hundred books, top pupils may read two hundred or more. Slow achievers will read from ten to twenty-five books. In addition to this, these Grade One children become fluent in spelling and printing and engage in creative writing, and above all are happy and well adjusted.

In this era of rapid communication, teachers are becoming aware of the need to teach more phonics in Grade One, to accelerate the speed and comprehension of reading. The term "starvation phonics" has been applied to many of our present day phonic programmes because they fall short of what is so necessary to challenge children to independent reading. We

want to give children the opportunity to develop according to their several abilities, only to find that we have blocked the way, by setting a limitation on what, and how much phonics may be taught in Grade One.

Research has revealed the following amazing findings. To quote from W. H. Worth, "The Critical Years," "Growth begins very rapidly and then slows down. In terms of intelligence measured at age seventeen for instance, about 50% of the development takes place between conception and age four, about 30% between ages four and eight and about 20% between ages eight and seventeen."[1] With this in mind the Blended Sound-Sight Method of reading has been developed over a period of years in Grade One classes of Simpson School, Yorkton, Saskatchewan. With this method, the whole gamut of phonics is taught when and where it is needed.

In this book, the author has presented a detailed explanation of this method which developed from concrete classroom situations. The Blended Sound-Sight Method of Reading is neither a manual, which one might follow mechanically, nor a theoretical treatise on the subject which one might not understand. It is rather a sharing of a method which has brought good results and which has aroused interest in surrounding areas.

The Blended Sound-Sight Method of Reading presents a method of teaching beginners to read. This method, developed gradually in Grade One classes, is a creation of a phonetic method which uses sight words as a means of developing phonetic knowledge. This method, which the author has named "The Blended Sound-Sight Method", tells how a phonetic sound is identified and a rule concerning its use is presented to the children when the first sight word is taught, e.g. the "ck" sound in the word "Dick" may be identified and the rule taught. This "ck" sound now becomes a basic tool sound for the child to use. As other basic tool sounds are learned from other sight words, the rules governing them are also learned. The book describes in detail a play method of practice which helps the children to remember and use these rules. It also describes how climates can be provided whereby the faster achiever may be challenged to unlock new and unfamiliar words on his own, using the Method of Discovery. The book goes on to give a comprehensive description of how the various consonants, vowels and digraphs are introduced and taught, and the corresponding phonic rules are given in detail.

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[1] W. H. Worth, The Critical Years, (The Canadian Administrator, Volume 1V, January, 1965)

In the early part of the year the books which the children read are obtained from the classroom or school library and the selection of books is carefully watched by the teacher. The use of the library is a most essential fundamental of this method of teaching, and a chapter in the book gives a detailed description of how the library should be handled. This chapter is called "The Individualized Library" and tells how the Library is set up, how children are motivated for entrance to the library and for continuous effort according to their several abilities, the method of checking, and suggestions for record keeping.

The Blended Sound-Sight method makes good use of the basal Dick and Jane readers. While the phonetic programme as outlined in the Guidebook is considered to be inadequate, the writer finds the readers themselves to be stimulating and interesting, and describes how they should be used, not as a measuring stick to see if the child knows his words, but rather for leading the children into new and happy experiences, shared together, new concepts, understanding of climax and sequence, and appreciation of good stories. However, this method does not depend on the use of any particular reader.

It is most important that children should receive a good introduction to the subjects of reading, writing and spelling, and there are sections in the book which describe these early lessons almost word for word. There is a section called the "Day Book", which gives detailed daily programmes for the first month of school. Samples of teacher-made seatwork are also given, not of the busy work type, but specifically designed to reinforce reading skills. There is, in fact, no phase of the reading, writing, language programme which has been omitted. All have been dealt with in a way that can be a direct help to a Grade One teacher, and at the same time the basic phonetic rules which guide the teacher have been made clear.

It is the hope of the author that this book will guide Grade One teachers, assist both administrators and teachers in implementing an advanced phonic program and familiarize parents with modern trends in reading. It should also be of interest to Grade Two and Grade Three teachers as well, so that they can provide a continuous, developmental phonic program on the Grade Two and Three levels.

W. Jean Brunsell

THE BLENDED SOUND-SIGHT METHOD OF READING

Part One - Chapter One

THE PURPOSE AND ADVANTAGES OF THE BLENDED SOUND-SIGHT DEVELOPMENT METHOD

"A power of reading well trained and well guided is perhaps the best among the gifts which it is the business of our elementary schools to bestow" --
Mathew Arnold.

Origin of the Method

Phonics is the science of sounds applied in the teaching of reading, a very necessary framework upon which beginners depend for progress in reading. Phonics is a set of skills. The dexterous manipulation of these skills is of vital importance. A successful reading program develops in proportion to the degree of mastery of these skills, not a few, but many of them in a variety of interesting situations in all subject fields.

Phonics as prescribed for Grade One today is lacking in the essentials necessary to produce the coveted independent reader. For many years the author had adhered closely to the reading program as suggested by the course of studies, but often had experienced frustration, which seemed to stem from a lack of something vital in the production of independence in reading performance. It seemed that the only way to meet the need was the application of more phonics. New sounds that the children were encountering in the reading periods showed the need for more basic sounds and rules governing these sounds.

It is possible to incorporate advanced phonics into the grade one program. One might be tempted to ask, "Can such an amount of phonics be taught in one year?" Yes, this is possible if the phonic study is incorporated in all of the reading subjects in such a way that phonics does not appear at all as a subject, but the very important framework upon which all other subjects are built.

The author found that "The Blended Sound-Sight Method" proved very successful. Here are some of her findings, based on experience in the classroom.

The extra phonics taught, using the Blended Sound-Sight method, brought forth the desired results almost immediately, stimulating the fast readers to independent reading, as well as encouraging the slow achiever. One parent related that her child while reading, said, "No, no, don't tell me ! I can find out how to say the word by myself." This was the kind of independent experience that was gratifying to the child, parent, and teacher. Again, the parent of an emotionally disturbed child, who had feared that the child would be more unhappy by the adjustments of school life, returned within a couple of months of school opening to express joy in the apparent serenity in the child's behaviour. Evidently, the child found a feeling of belonging by identification with situations he experienced in his reading. Reading independently was at last a fact, not only in the fast achievers' group, but with the slower people as well.

News of the happy learning situation soon spread. Enthusiasm increased by leaps and bounds both in and out of the classroom. By observation of this class in action, it was demonstrated in no uncertain terms that the progress of these six and seven-year-olds, both fast and slow, was phenomenal. "To see is to believe" was a comment made by one observer.

Samples of Grade One Book Reports

The independent and fast reader, self-motivated, self-propelled, reads approximately 300 library books during the year. During the last three months of the year, these children write innumerable book reports. A top student printed an eight page story of the library book she read without any help. The story is written in sequence and the spelling very nearly perfect. Some of the specimens of work show that the children are using two and three syllable words with scarcely a spelling error. The following are samples of some of the children's book reports. These are reproduced exactly as the children wrote them.

> My book is called The Four Little Kittens. Their names were Buzz, Fuzz and Suzz and Agamnon. They called their mother Samantha. She taught them to be polite. She taught them to say please and thank you. A very important thing she taught them, was to be clean and wash behind their ears. Every day except on Saturday and Sunday the kittens put their Spelling books in their school bags and trotted off to school. Agamemon was the yungest (sic). She was a naughty kitten. She would laugh right out loud in school espeshally (sic) if her friend Toodles made a funny face. The teacher didn't like this so she made them wear dunce caps until

they were both sorry. One day their mother went down town. Suzz reminded the other kittens that it was their mother's birthday. They desided (sic) to get her something. So they went fishing. Buzz and Fuzz didn't cach (sic) any fish. All that Fuzz caught was the seat of his pants. Do you know who caught a fish? Agamnon did. They all told her what a smart cat she was. They trotted off home and what do you suppose they did then? They hurried into the kitchen. They thought that mother would like a little of this and a little of that. So they stirred a little bit of everything they could find into the bowl and made a catnip birthday cake. What a surprise was waiting for mother. When she came in they sang Happy birthday mew mew, Happy birthday mew mew, Happy birthday dear mother, Happy birthday, mew mew. They gave her some presents. She got a mouse and a fish and some eggs. Best of all they gave her lots of kisses on her whiskers. Now for the big surprise. It was the catnip birthday cake with candles on it. A candle was from each kitten. Mother was so happy that she said you have been such good kittens that I will take you to the kitten fair. I feel like selebrating (sic) myself said mother. The kittens ate their supper in a hurry and washed the dishes and then dressed ready to go. Away they went. They had fun on the kitten-go-round. It went so fast that their whiskers and tails whirled around and around. When they went home mother tucked them into bed and kissed them good night. She remembered that Agamenon was the yungest (sic) and had been such good kitten that she got an extra kiss on her wee pink nose. I like this story because the kittens went to a kitten fair."

"The book I read was about animals. To-day I'm going to tell you about the animal that I like best. I have a baby kitten. She is so sweet. You would think so too if you saw her. She always cuddles up in my lap. She looks like a ball of fur. She purrs and purrs. I often wonder how she makes that noise. Sometimes when my kitten goes to bed with me she tickles my feet. I like to sleep with her because she feels so nice and warm. In the day time she darts here and there patting the air with her paws. You would think she was playing a game. One day I saw a very funny thing happed (sic). My kitten pricked up her ears. I guess she heard a scratchy noice (sic). She mewed in a tiny voice. I watched her for a while. She sat very very still.

Then her little tail began to wiggle. She turned her head to one side. Suddenly she sprang over the wall and skittered down to the ground. I was so excited I ran to see what it was. She had caught a big fat mouse. So you can see kittens can be a lot of fun."

A 7-year-old
Grade 1 pupil.

The name of my book is Bambi but I want to call my story:

The New Born Baby

"One day a bird saw a fawn in the forest. As soon as he saw the baby he went to tell the others. Soon every one was at the thicket. Two birds flew to spread the news to all the animals. Oh said the squirrels we must hurry and tell old sleepy owl. Wake up, wake up squealed the two birds to the owl. What is all the commotion? asked the owl. A prince is born and every one is going to see him. We want you to come too. Away flew the owl. Congratulations Mrs. Doe said the owl. Thank you, said Mrs. Doe. Soon the animals were gone except Thumper. What are you going to name him? said thumper. Bambi said the doe. My ! Bambi ! you have funny wobbly legs said Thumper. Shame on you Thumper, said the mother. I'm sorry. Oh well let's go and play Bambi. They began to run. Thumper jumped over a log, Bambi followed but he didn't jump far enough.

Plop ! went Bambi on the log. I think that's enough playing for to-day said Bambi. I like this story because I like animals."

A 6-year-old
Grade 1 pupil

The Run Away Pancake

"Once there lived a big round cook with a thin long cat. One day he got hungry. Then he said to the long thin cat I am going to make a pancake so he started to work. The little boys down the street smelt it. And they came running and said what are you making (sic) I am making a pancake he said. They wached (sic) it and they wached (sic) it. Then they saw it jump up. Then it jumped out of the pan and ran out the door. The boys tride (sic) to catch it but they were too little. The man tride (sic) to catch it but he was too fat to catch it. Then the pancake met an old lady. The Lady said stop stop but the pancake did not stop The Lady tried to catch it but she was too old. On went the pancake. Soon he met a hen. Stop stop called the hen but the pancake kept running. The pig said it dosn't (sic) matter hop on my nose so he hopea (sic) on his nose and he opened his mouth and ate him up."

A 6-year-old
Grade 1 pupil

The name of my book is:

Little Bobo

Once there was a little elephant named Bobo. He had no clowthes (sic). But one day his mother bought him a blue jacket with big blue pockets. Then he went to show the other animals. Oh look ! at Bobo's new jacket with big blue pockets. Little Bobo was so happy that he fell in the water and made his jacket all muddy and all the animals laughed. But Bobo didn't laugh. He went crying home. When he got home he said I fell in the pool and made my jacket muddy. Don't worry Bobo said his mother we'll dry clean it. The next day they went to the londry-mat (sic). The lady There could hardly hear. She thought Bobo's mother said would you shrink Bobo's jacket. So she put some shrinking powder in the tub. Then when it was finished it looked so small that he couldn't get into it. Then Bobo began to cry. Bobo's mother began to cry too. Then Bobo said dusent (sic) any one want my jacket? It won't fit me anymore. Little giraffe tride (sic) it on but it didn't fit. Big brother hippo tride (sic) it on but it didn't fit. But it looked bigger Bobo tride (sic) it on and guess what ! it was bigger. Thank you giraffe and hippo you streched (sic) my jacket and now I can were (sic) it again. I like this story because Bobo was happy again and I like it because Bobo's mother was crying. Mother's don't usualy (sic) cry."

A 7-year-old
Grade 1 pupil.

The independent but slow reader reads approximately twenty-five or more library books during the year. This type of pupil is given opportunity and provided with a climate so that he is able to avail himself of an abundance of phonics early in the year, through the varying procedures and basic sound learning activities. This gives him the necessary repetition and active participation upon which a slow achiever thrives and thus prevents the deadly monotony of routine drills. It is only when we cash in on an abundance of phonics, taught early in the year and made intensive enough so that most of it is taught during the first three or four months (accumulation) leaving the remaining six months for functional reading (retention) that we will receive such rewarding dividends.

Observations showed that all children fast and slow appeared to read well. Spelling among the slow achievers showed mastery of the sounds and comparatively few spelling errors. The teacher had more time to spend with the slow people since the faster achievers had gallopped off on their own initiative to do among other things, creative writing.

The following is an example of a slow achiever's book report:

> The run away pancake This is a cook man He can make inithing, he wants. He said I'm hungry. his can said mew mew. you will have some thing to eat soon said the cook man.
> It is redy now. mew mew. he took the cake out of the oven. The pancake started to rool Down the road He started to laugh. he saw a pig. when the pancake rolled by the pig cot the run a way pancake. this is a funny story.
>
> 6-year-old
> Grade 1 pupil

Purpose and Scope of the Method

The purpose of the Blended Sound-Sight Developmental method is threefold; first, to provide a detailed workable procedure through advanced phonics in the Grade One reading program to encourage independent reading; second, to provide a developmental program which will, at the onset of school life, bring about that feeling of "togetherness" so essential to beginners and at the same time, allow expansion for individual differences, and third, to challenge children through an abundance and variety of material and techniques.

The Blended Sound-Sight Method is not a theory developed outside a classroom and then tested within it. It is rather, a practical classroom method which was found to be so successful that a request was made to have it analyzed and published in book form so that a greater number of teachers might benefit. The Blended Sound-Sight Method is unusual in its timing of the phonics instruction, in the kind of phonics taught and in the stimulating approach which produces enthusiastic independent readers.

Through practical classroom experience it has been proven that the Blended Sound-Sight Method of reading, with its emphasis on an abundance of phonics taught early in the year, produces completely independent readers at a much earlier period than other systems.

Independence is gained if a climate be set up that gives a child opportunity to increase his intellectual potential by leading him to use phonics rules rather than his memory to discover new and unfamiliar words. If he is given this opportunity, he will be reading in the pre-primers within three weeks of the beginning of school. In addition he will be given access to a variety of activities where the new learned rules are incorporated into a systematic set-up for reinforcing and reviewing, a very effective method for insuring that the material learned will be remembered. The skills are so conceived and so constructed that by the end of the second month (October) most of the children will have advanced to the individualized library where they will range widely on their own in the large reportoire of literature found there.

The Blended Sound-Sight Method begins by teaching the alphabet letters one by one in a definite systematic way during the daily lessons which begin the first day of school. The child does not name the letters. He sounds them kinesthetically (using the lips and tongue). In this way the child is made aware of the manner of production of each letter. Along with this teaching of the sounds of the alphabet is the printing of the letters. Each child becomes aware of the special way in which these letters are printed so that reversals such as "b" for "d", "d" for "b" and "q" for "p" may be prevented. The above step is nothing more than an accurate way of establishing the initial consonants and endings which the child encounters in word attack. It is vital to the child that this step be taught accurately and consistently in the early learning in consonant blends. Without it, children are handicapped when trying to blend the basic parts of the words together such as "str-ee-t". Whispered consonants (ch, sh, th, wh) and voiced consonants (th, ch, w, j,) are also taught early in the year. This system provides early learning of vowels as well as vowel variants, giving children opportunity to see how vowels perform in many different ways. Children learn various structural and phonetic elements which stand out in words more prominently in both sound and sight than do any other parts. For example, in the word "green" the "ee"s can be identified more quickly than the initial consonant "g". These letters are the loudest sound heard as the word is said.

It is reasonable to suppose that if the "ee" sound as in "green" is easier for a child to hear it will be easier for him to see, therefore when he begins to learn words such basic sound tools are brought to his attention as well as the initial consonants. Considerably more emphasis is placed on the basic tool sounds such as ee ai ay.

This system stresses the careful scrutiny of words. Never at any time are the sixty or seventy phonic essentials such as (ai, ay) and (ui, oo) taught in the form of a drill or forced on children to learn. Such an exercise would be meaningless and in all probability boring to the slow class as well as to the faster people. Words are regarded as initial wholes. The child is trained to analyze words structurally and phonetically. The child begins to see how words are built. He learns to detect the vowel or semi-vowel elements termed phonograms or basic sound tools as the Blended Sound-Sight System designates them. He sees their place value in the words, as in green. He learns phonic rules which govern these basic tools. These phonic rules become a part of the child's daily instruction. Stating the rules becomes one of the most joyous activities of the day. In their excitement children sometimes give the rule before it is asked for. The slow achiever listens in on these repetitive rules and although he may not say the rule as fluently as the faster achiever he will show signs of the knowledge of it by the results of his work. The child sees the common features in other words of the same kind and is thus able to form generalizations. He finds that these basic tool elements are Keys that unlock new and unfamiliar words while the initial consonants and endings along with consonant blends are subordinate helpers in word attack. The following are examples of word attack:

The child looks at the word "rain". He examines it by identifying the basic tool sound "ai" as in rain. He repeats the rule to himself saying, "ai" says ā and comes in the middle of words. With his previous accurate learning of initial consonants he says the letter "r" and then says the "āi" sound. He carries the sound through to the end of the word accentuating the "ai" sound slightly and puts on the consonant ending "n" thus r ai n. If the word were "truck" he would say the (previously learned) consonant blend tr then say the short vowel sound. He identifies the ck and repeats the rule by saying (ck usually comes at the end of words and it says "cuh") attacking it thus tr u ck. In the case of the word "frame" he sees the fr blend. He sounds it. He sees the silent e on the end of the word so he applies the rule (when the e is on the end of the word it makes the vowel say its name). Instantly he has the word fr a me. There is no guessing. There is no trying to remember what the word looked like. These simple easy rules are learned in the first weeks of school in the "We learn by doing" activities.

There is excitement and satisfaction for the child, when he can apply the rules and discover words without help from anyone. In no other way can six-year-olds become more motivated than by the method of discovery. This gives the child an impelling desire to learn more. Even the slow achiever learns these simple rules as he hears the other members of the class repeating and applying them to their new and unfamiliar words. The slow achiever is influenced by their excitement of discovery. He too becomes a participant, although he will be slower he will begin to feel success. This is all the motivation he needs.

While word attack through context has its place, it is not used in the early reading stages. As the child begins his library experiences, context clues will be used extensively. Skill in the use of context to reveal meaning represents mature reading ability.

The Blended Sound-Sight System places much amphasis on structural and phonetic aspects along with phonic rules. Children soon realize that they can enjoy reading more when they can get new words on their own. Those who have to stop to ask for words will cover little ground.

Mediocre results can be obtained with less effort and longer time, but we are anxious to probe the depth of potential by cashing in on the exuberance and readiness of these natural scientists who ask so many questions. We must not disappoint them.

The Advantages of the Blended Sound-Sight Method

1. It provides a reading readiness program. It includes the teaching of phonics through the play approach where children learn it unconsciously. Each child absorbs what he can. In this way provision is made for

children with previous experience and achievement. At no time is the slow child pressured or coerced into learning beyond his capacity.

2. It provides activities for reinforcement which are appealing and interesting to both the fast and slow child. In these "We learn by doing" activities, concepts are made clear and reinforcement of such concepts is established. Children are given opportunity to participate in these activities at any time during the day, whether it is at recess or during class periods when their seatwork assignments have been completed.

3. This system provides opportunity for the teacher to diagnose child behaviour as each child actively participates in these self teaching activities.

4. Provision is made for an abundance of phonics for all with no limitations.

5. It provides for early phonic teaching leaving the greater portion of the year for retention.

6. It provides climates for self teaching using the discovery approach. Self learning is cumulative.

7. It provides early functional reading where children can feel the joy of success.

8. It provides a variety of reading material where phonics is tied into every subject suggested by the course of study.

9. It provides for advanced comprehension (paragraphs of unrelated stories challenging enough for a Grade Two or Three reader are made available.) It provides for logical and structural comprehension.

10. It provides a flexible form of organization which takes into account differences in rate and kind of learning. For example, the child begins with the activity set-up which prepares him for his advancement to the library when HE is ready NOT when the class is ready, NOR when a certain unit of the reader is completed.

11. The teacher provides the child with the, tools of learning and then guides him in the use of them.

The child is made aware of all the methods of word attack but emphasis is upon the structural and phonetic aspects along with the phonic rules, which govern these basic elements contained in words.

12. Its careful scrutiny of words helps the child to learn how to spell words, as soon as he can read the words, making spelling and reading synonomous.

13. It provides a step by step procedure in written communication which keeps pace with the child's ability to read.

14. Individual needs are met through the planned and organized library program.

15. Variations of ability and rate of speed are cared for through the advancement to the Individualized Library early in the year, reinforcing existing interests and providing fertile soil for the cultivation of new ones.

Comparison of Methods

As compared with the Blended Sound-Sight System other systems such as the Canadian Basic Series and the Curriculum Foundation Series teach less phonics. They do not teach the basic phonetic elements nor the phonic rules, which accurately help each child become independent in reading.

The Curriculum Foundation Series uses starvation phonics which includes only initial consonants and endings, a limited amount of phonetic and structural analysis such as s, es, ed, ing, compound words, rhyming words and guided reader lessons. It falls far short of helping children to become independent readers.

The Canadian Reading Developmental Series, while it is an improvement on the former series in the amount of phonics taught, the introduction of phonics is so gradual that when the more advanced phonics is brought in near the end of the year little time is left for reinforcement or functional reading. Because the child must take the whole year to attain his phonic learnings, he is left very little time for written communication, and creative writing. This series uses many phonetic clues such as having children learn a new word from a known word. Again children must rely upon memory. No provision is made for the slow child. Why are so many children slow? It is often the lack of memory, yet most of the Reading Series base their word attack on memory. Since a child must rely on his memory to learn new words, he also relies on his memory to spell words. If a child can't spell fluently his written work will suffer. Making use of the memory may be all right for the fast or average achiever, but the slow child is left unsupported as usual. We want to help this type of child, but in what ways are teachers given suggestions and help? Finding new words based on known words to assist him in word attack tends to place a burden on the child's memory. He will have to remember the known word if he is to be able to discover the new word. For example, if the words are "thank" and "truck", he must look carefully at the endings of these words and note that truck ends in "ck" and thank ends in "k". He is expected to remember which word ended in k and which in ck. If his memory fails him, he must give way to guessing.

How would a child using the Blended Sound-Sight Method attack words such as these? He would apply the rule that governs these elements. If the vowel is short, the word will end in ck as in trick. If a consonant comes between the short vowel and the ending it will end in a k as in thank. This method of word attack gives a child confidence, security and joy as he unlocks new and unfamiliar words. There is no guessing. He has the "know how" at his command.

Other systems provide very little for early library advancement because their phonic approach is limited. Children who are kept reading in readers for three quarters of the year are deprived of the joy and self satisfaction found in reading books which interest them.

The Blended Sound-Sight System makes provision for well planned organized situations early in the year, where a child can advance to the library early enough to give him plenty of functional reading and where he can keep records of his progress as will be referred to in the library chapter.

Other systems provide less challenge. The child is given little opportunity through self participating climates to discover or inquire. There are few motivating devices to inspire him. What excitement or happiness is there in always listening to the teacher teach while the child becomes the receptacle into which the information is poured? Is this what we want? I think not. Unless children are given an abundance of phonics which contains the necessary basic sounds and rules along with opportunity to actively participate in these learnings early in the year, they will not be able to discover and explore new words on their own. We will continue to hear those famous words:

Child: "What is this word, mother?"
Mother: "Try to sound it out for yourself."
Child: "But we haven't had this word yet."

Chapter Two

THE ADVANCED PHONICS COURSE TAUGHT IN GRADE ONE

Survey of Sounds Taught and Suggested Timing

WHAT IS TAUGHT	WHEN IT IS TAUGHT
(1) Mastery of the alphabet letters in sound, symbol and printing.	This is begun the first day of school and is completed by the end of the third week.
(2) Mastery of initial consonants and endings; visual, auditory, perception of rhyme.	
(3) Mastery of voiced and whispered consonants.	These are taught at the end of the second week.

Voiced	Whispered	Voiced	Whispered
b	p	th	th
d	t	zh	sh
g	k (c, ck)	w	wh
v	f	j	ch
l		ng	
m		r	
n		y	

WHAT IS TAUGHT	WHEN IT IS TAUGHT
(4) Mastery of the open o and the open e as shown in the few words in which they appear: no, go, so, hello, buffalo, ago, he, me, we, be, she	
(5) Mastery of the phonogram sounds referred to as basic tool sounds:	These are taught with the presentation of any new word along with the reading rules.

oi	oy	ai	ay	ck	
soil	boy	sail	play	black	
ar	or	ur	ir	er	
car	corn	purple	girl	her	
ui	oo	ew	ēa	ĕa	
fruit	moon	chew	beach	weather	
ow	ow	ou	ee	au	aw
yellow	cow	sound	see	fault	draw

(6) Mastery of the 6 consonant sounds where they are the loudest:
el, em, en, ex, ef, es

These are taught in the first or second month.

(7) Mastery of compound words

Taught through seasonal poetry in September

(8) Mastery of syllables

(9) Mastery of consonant blends

Whispered			Voiced		
sc	wer	tw	bl	br	qu
sk	sm	dw	cl	cr	
sp	sn		fl	fr	
st	sw		gl	gr	
	shr		pl	dr	
	squ		sl	pr	
	spl			tr	
	spr			thr	
	str				

Blends are taught in every lesson.

(10) Mastery of inflected forms made by adding s, 's, ed, ing, ed .. d, ed with the sound of t.

(11) Mastery of vowels
(a) Long and short vowels
(b) Silent e as in the following words:
rode
little
are, the, (This e is referred to as the no job e as there is no rule for the e).

These are taught at the end of the third week and continued in the spelling lessons. They are made functional in early primer reading and reading lessons from the blackboard. They are reinforced by self practice in the Activity Set-up.

(12) Mastery of the r vowels:
or, ar, er, ir, ur

(13) Mastery of the semi vowels:
y, i

(14) Mastery of the letters with one sound:

gu	gn	gh	wr	kn
guess	sign	ghost	write	knee

These are taught as the situations arise.

rh	ge	ce	ph
rhyme	cage	face	phone

These are taught during formal spelling lessons.

(15) Mastery of contractions	Contractions are taught as the need arises. When the child begins to write his reader stories at the end of November he will need to know what contractions are.
(16) Mastery of reading rules	These simple rules are taught at the beginning of the year and are used as new words are introduced.

Rules Governing Digraphs

1. ck comes at the end of words and says "cuh" - black.
2. ar says R (use its name) - cart, car.
3. oo says oo and comes in the middle of words - moon.
4. oo followed by k e.g., ook says the sound as in put.
5. ew says oo and comes at the end of words - chew.
6. ui says oo and is used in a very few words. The child learns the few words that contain ui such as fruit, suit.
7. oi says "oih" and comes in the middle of words - boil.
8. oy says "oih" and comes on the end of words - boy.
9. ow says o and comes on the end of words - yellow.
10. ow says ow ! and comes on the end of words - cow. (The child is taught to try both sounds when attacking a new word and thus find the sensible one.)
11. ou says ow ! and comes in the middle of words - sound.
12. ow as in brown is brought to the attention of the pupils by showing that this is a distinguished family (brown, clown, down, town).
13. ai says a and comes in the middle of words - tail.
14. ay says a and comes on the end of words - may.
15. er says r (say the sound not the name) and usually comes on the end of words - father. (The child is taught that there are a few exceptions to the rules such as sugar).
16. ir says r (say the sound not the name) and comes in the middle of words. (It is well to have the child learn a few of the common words that contain the ir basic tool. For example, "On the third girl's birthday she saw her first bird.")
17. ur says r (say the sound not the name) and comes in the middle of words - church. (To help children to distinguish between ir and ur words they might learn a sentence such as, "She is a nurse who goes to church with a purple purse." This is to establish the ur says r concept.)
18. th is used at the beginning of a word and has a voiced sound as in the.

19. th is used at the end of a word and has a whispered sound - with.
20. ch may come at the beginning or at the end of words and has a whispered sound - church.
21. wh comes at the beginning of words and it has a whispered sound - which.
22. sh may come at the beginning or ending of words and has a whispered sound - wish, shut.
23. ng has a nasal sound - song.
24. ee says e and comes in the middle or on the end of words - green, see. (Activity Table One ias referred to earlier gives practice in establishing these sounds.)
25. ea says e and comes in the middle of words - leader, leaves.
26. ea says ĕ and comes in the middle of words - weather. (Children become adept at trying each of the sounds and deciding whether to use e or ĕ.)
27. aw says aw and comes at the end of words - draw.
28. au says aw and comes in the middle of words - caught.
29. or says or and usually comes in the middle of words - corn.
30. ore says or and comes on the end of words - more.
31. oa says ō and comes in the middle of words - boat. When two vowels go walking, the first one does the talking.
32. ey says ā and comes only in hey and they.
33. eigh says ā and comes in very few words - sleigh, eight. (These are taught as the situation arises, eight as in arithmetic, sleigh as in Santa's sleigh.)
34. ight, ite. The Blended Sound-Sight Method does not emphasize the teaching of words by families but on occasion it is useful. "ight" is taught as belonging to a large family from which many words are derived. "ite" belonging to a small family, there are few words to remember - kite, bite, site, mite, sprite, write.
35. ough has six sounds. Children are not asked to learn all of these sounds at any one time. They learn each one as it is needed but they are made aware of all the sounds by the introduction of a poem based on the six sounds of "ough". The poem is called Tommy Gough.

TOMMY GOUGH by Pauline Frances Camp

When first the new boy came to school,
His name was not announced.
The children knew how it was spelled,
But not how 'twas pronounced.

"Twas easy to decide," quoth one,
"Of course it rhymes with rough,
I'm positive in my own mind,
That that boy's name is Gough !"

"You may be right," a second said,
"'Tis possible, although
I rather think, if he were asked,
He'd say his name is Gough."

"Pooh, pooh !" a loud voice called in scorn,
"With nonsense let's be through,
That I am right you must allow
We'll call the new boy Gough."

"That's as you please," replied a fourth,
While swinging on a bough
"And yet I see no reason why
His name should not be Gough."

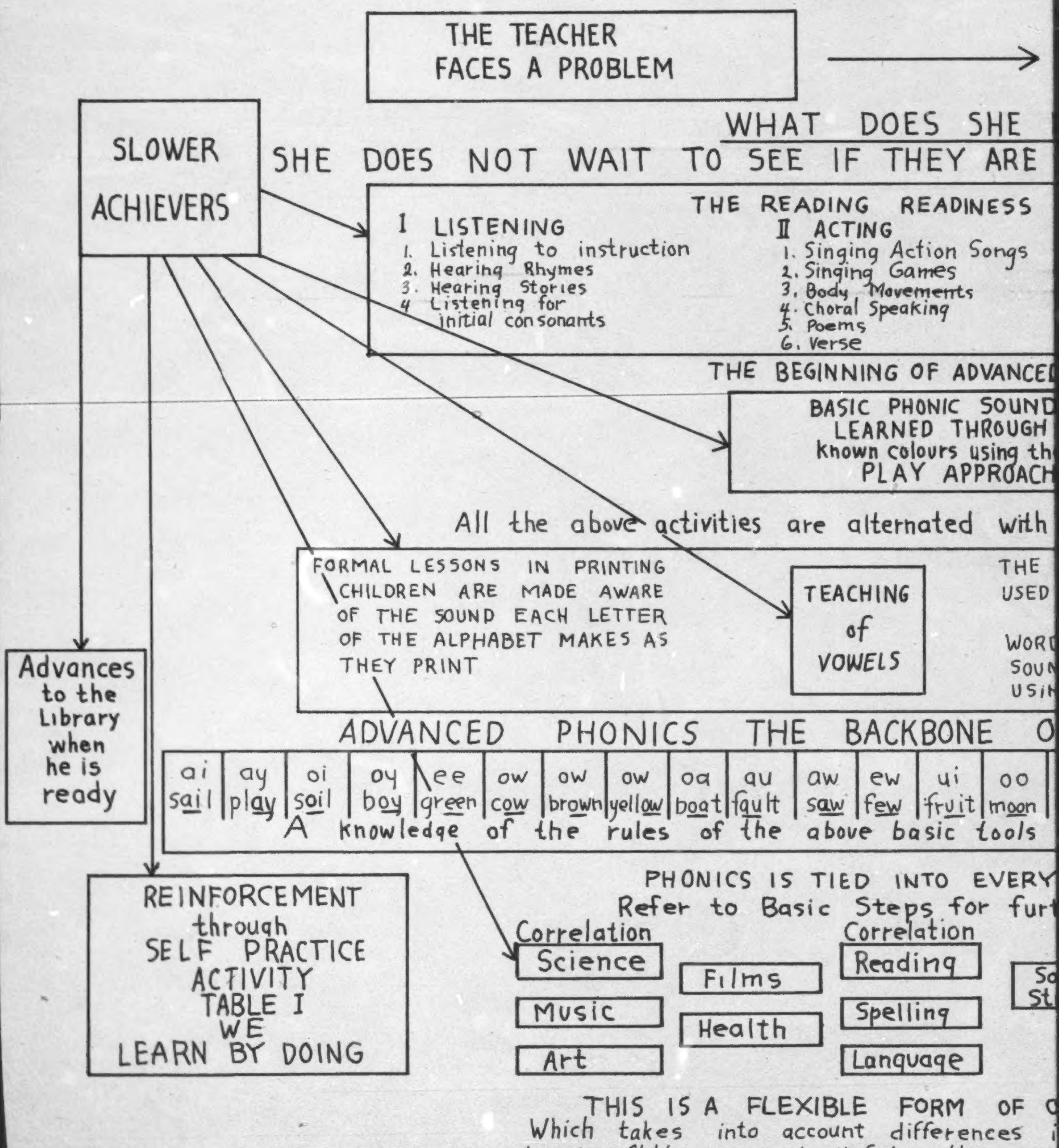
But here the boy himself appeared,
And said with bashful cough,
"Say, fellows, can I play with you?
My name is Tommy Gough !"

Early Functional Use of Phonics

As soon as any phonic insights are learned they are put to work in a variety of ways. The teacher makes available to the class a variety of reading materials other than the reader by hanging up large sheets of paper containing sentences and work relating to the lesson taught. Refer to the section on "Phonics tied into every subject." Sounds are reinforced and reading continues to be functional through the use of seasonal poems..For example, if it is a Hallowe'en poem it will have interest value because it is something immediate in which the child is involved. It will contain descriptive words and rhyming words, and various moods. Such poems may be used frequently in choral work and dramatization. Children trained in the Blended Sound-Sight Method of the close scrutiny of words find themselves analyzing interesting and meaningful words in poems and do it for enjoyment thus making the learning functional. The more opportunity children have to see how written work is achieved the better foundation they have for the establishment of their own creative efforts. All advanced phonics is tied in to every subject so that it becomes functional immediately.

To enjoy reading experiences is one of the main objectives of the Blended Sound-Sight Method. Children will enjoy reading experiences if the advanced phonics is made available early in the year and they are given opportunity to advance according to their ability to grasp, organize and effectively use these advanced skills so that they may succeed, and will in turn foster feelings of security and satisfaction.

THE BLENDED SOUND-SIGHT METHOD



THE TEACHER
FACES A PROBLEM

WHAT DOES SHE

SLOWER ACHIEVERS

SHE DOES NOT WAIT TO SEE IF THEY ARE

THE READING READINESS

I LISTENING
1. Listening to instruction
2. Hearing Rhymes
3. Hearing Stories
4 Listening for initial consonants

II ACTING
1. Singing Action Songs
2. Singing Games
3. Body Movements
4. Choral Speaking
5. Poems
6. Verse

THE BEGINNING OF ADVANCED

BASIC PHONIC SOUND
LEARNED THROUGH
known colours using th
PLAY APPROACH

All the above activities are alternated with

FORMAL LESSONS IN PRINTING CHILDREN ARE MADE AWARE OF THE SOUND EACH LETTER OF THE ALPHABET MAKES AS THEY PRINT

TEACHING of VOWELS

THE
USED

WORD
SOUN
USIN

Advances to the Library when he is ready

ADVANCED PHONICS THE BACKBONE O

ai	ay	oi	oy	ee	ow	ow	ow	oa	au	aw	ew	ui	oo
sail	play	soil	boy	green	cow	brown	yellow	boat	fault	saw	few	fruit	moon

A knowledge of the rules of the above basic tools

REINFORCEMENT
through
SELF PRACTICE
ACTIVITY
TABLE I
WE
LEARN BY DOING

PHONICS IS TIED INTO EVERY
Refer to Basic Steps for furt

Correlation
- Science
- Music
- Art

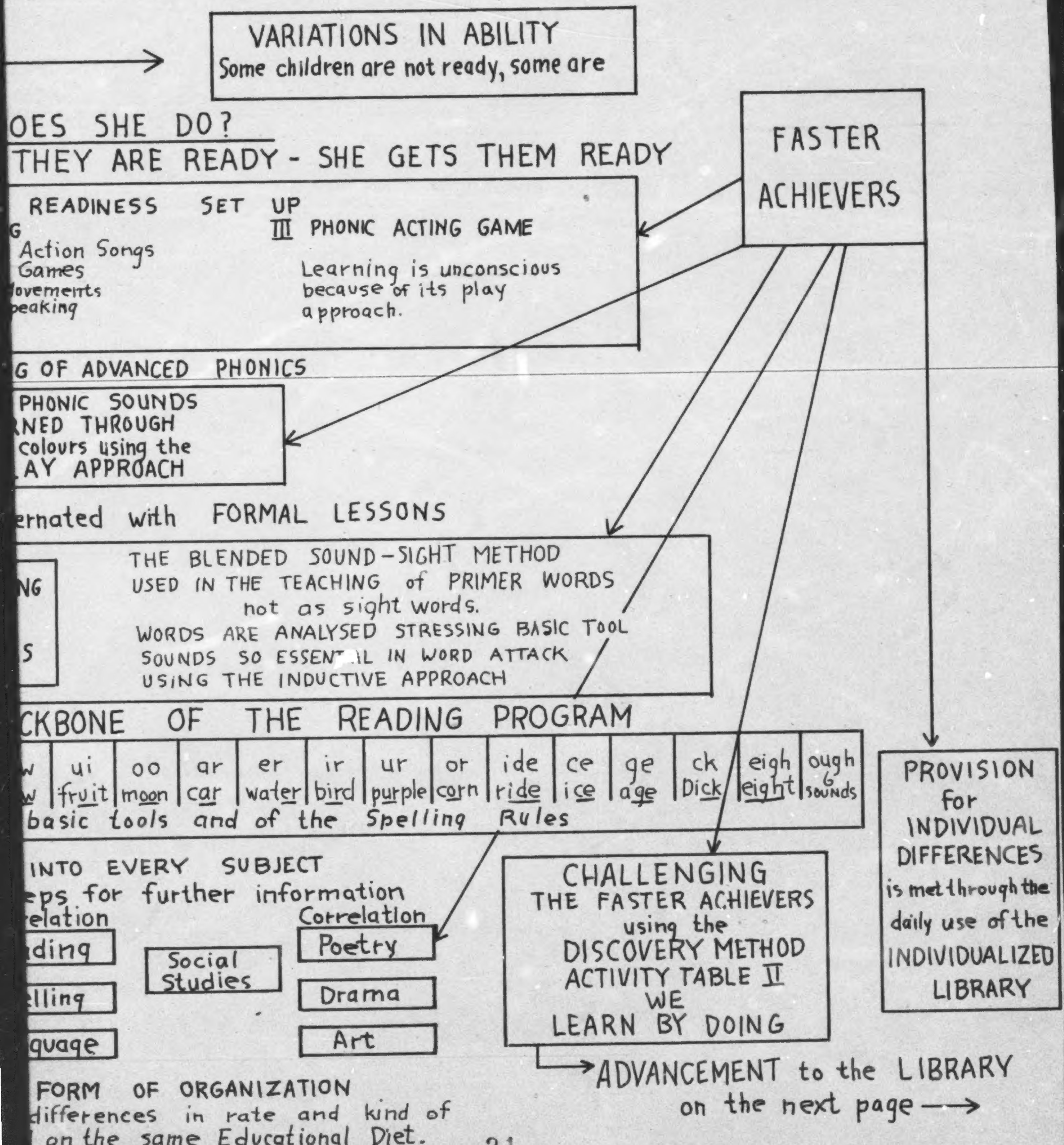
- Films
- Health

Correlation
- Reading
- Spelling
- Language

So
St

THIS IS A FLEXIBLE FORM OF C
Which takes into account differences i
learning. Children are not all fed on the same

METHOD IN READING DEVELOPMENT



VARIATIONS IN ABILITY
Some children are not ready, some are

OES SHE DO?

THEY ARE READY - SHE GETS THEM READY

FASTER ACHIEVERS

READINESS SET UP

G
Action Songs
Games
ovements
peaking

III PHONIC ACTING GAME

Learning is unconscious because of its play approach.

G OF ADVANCED PHONICS

PHONIC SOUNDS
RNED THROUGH
colours using the
LAY APPROACH

ernated with FORMAL LESSONS

NG

S

THE BLENDED SOUND-SIGHT METHOD USED IN THE TEACHING of PRIMER WORDS not as sight words.
WORDS ARE ANALYSED STRESSING BASIC TOOL SOUNDS SO ESSENTIAL IN WORD ATTACK USING THE INDUCTIVE APPROACH

CKBONE OF THE READING PROGRAM

w	ui	oo	ar	er	ir	ur	or	ide	ce	ge	ck	eigh	ough
w	fruit	moon	car	water	bird	purple	corn	ride	ice	age	Dick	eight	6 sounds

basic tools and of the Spelling Rules

INTO EVERY SUBJECT

eps for further information

elation
ding
lling
guage

Social Studies

Correlation
Poetry
Drama
Art

CHALLENGING
THE FASTER ACHIEVERS
using the
DISCOVERY METHOD
ACTIVITY TABLE II
WE
LEARN BY DOING

PROVISION
for
INDIVIDUAL DIFFERENCES
is met through the daily use of the
INDIVIDUALIZED LIBRARY

ADVANCEMENT to the LIBRARY
on the next page ⟶

FORM OF ORGANIZATION
differences in rate and kind of
on the same Educational Diet.

Chapter Three

THE BASIC STEPS AND PROCEDURES USED IN THE BLENDED SOUND-SIGHT METHOD

Developing Reading Readiness Through Rhymes, Stories and Sounds

Some say that when the teacher feels that the child is ready, she may let him begin his reading experiences. Time alone will not bring about readiness, however. The teacher should not wait. She should provide learning activities, of various kinds where the child participates.

Children enjoy the sounds of rhyming words. Even the faster achievers like to show how they can repeat the rhymes. Nursery rhymes and short poems are very good for training children to listen critically to characteristics of sounds that they hear. The teacher may give her class a simple exercise by saying: "Tell me which word does not rhyme in this group:--gun, do, sun." Or she may say: "Tell me which word rhymes:--Peter, Peter, pumpkin eater."

The teacher may also read numerous poems and stories to the children with as much expression and vivaciousness as possible to hold interest. They don't want to miss anything of that interesting story or poem so they form good habits of listening. Listening to instructions in singing, dramatization or whatever the case may be, is all very important in the beginning weeks of school.

A game based on initial consonants may be played. Playing a game gives the class a feeling of togetherness. The teacher may say, "Let us play the game of Give Me. Give me something on my desk that starts with 'puh'". This type of activity is good for all pupils. It gives the teacher an insight into each child's previous experiences, so that she may provide activities which will meet the needs of the varying abilities.

Suggestions for Testing

The following are suggestions of how the teacher may test the children from time to time. Her objective is to test them in the sounds of the alphabet and basic tool sounds.

Each child is given a paper numbered as follows:

1 6
2 7
3 8
4 9
5 10

The teacher proceeds thus: She may say "buh". (NOTE: The spelling "buh", "cuh", "duh", etc., here and elsewhere is meant merely to indicate to the reader, that the teacher is voicing the sound of the letter, rather than using its letter name. "Buh", "cuh", "duh", do not represent the correct production of the sounds, which production is explained carefully in the text elsewhere.) The child will print b in the first square. She may say, I'm thinking of a word with an o̅w̅ sound and it comes in the word "yellow". The child proceeds to print o̅w̅ in the second square. The teacher may say, I want the a̅y̅ that comes at the end of words. The child responds by printing a̅y̅ in the third square. She may ask the child to print the letters that say "cuh" and which usually comes at the end of words. The child will print ck in the fourth square. If vowels have been taught the teacher could say, print the sound that says "cuh" and always comes after the short vowel sound.

Printing Lessons with Phonetic Emphasis

Printing is begun the very first day of school. It is alternated with purposeful activity games and a variety of other seatwork. Two periods a day are taken for printing, one period for teaching and one for review.

The very first and very important step is to give the child a clear understanding of directions in relation to himself. I would like to emphasize this phrase " in relation to himself" because tests have shown that confusion over left and right has been proven to be one of the obstacles found when testing pupils who were given up as hopeless in learning to read. Many times children hear us say "left" and "right". They hear it only in sound but have no real concept of it. We may say "We start at the top of our page and go to the left." All children may not understand this. Top, bottom, left and right should be carefully taught in relation to the child's own body. A great deal of confusion in the mind of the child can be avoided if this procedure is carefully followed. Both the bright and the slower children will benefit.

We teachers often assume that such things are so simple that every child knows them. We often assume too much and we find it out later, to our own grief. We must teach with more thought for the slower child, particularly in this beginning period.

This leads us to a second important directive. We must be sure that all explanations given to the child are concrete. For example, when we say, "left", let us refer to the windows as left of the child as he sits in school. This is why we will refer to the windows in the printing lesson later in this chapter. This will make the child conscious of the left direction in relation to himself. Early he will learn to form good and correct habits which will aid him later in the reading of sentences from left to right.

Another important reminder is to have the children use books that have no lines when they first learn to print, in order that they may give full attention to the printing with its careful directional instructions. They are taught developmentally in that the child must succeed in each step before going on to the next one. Thus, they learn to print all the letters of the alphabet on unruled paper. Afterwards they will learn to place the letters in their proper positions on lines and spaces.

We must also keep in mind that each child's co-ordination will not be the same. We must not feel frustrated if each one can not print well. Too often our feelings penetrate into the child's feelings and have an ill effect upon him. One thing that all children can do is to learn directional printing and learn it well, if this is all they have to concentrate on in these early lessons. By daily repetition of directional instructions we can help even the slower child to achieve a feeling of satisfaction and security.

In our printing lessons, as well as in any other lesson, we must realize that we are dealing with children of various background experiences. Some have attended kindergarten and therefore are perhaps ready to print using the lines and spaces. Others may have fairly good co-ordination, but haven't attended any previous classes. Then there are those who have had practically no background experience.

There is no reason why these three groups cannot learn printing together if we keep in mind this very important directive. That is, that the early procedures in printing should not be rushed, but rather be done slowly and very carefully. A child should not be forced into a step until he is ready. For example, if a child whose co-ordination is poor, is forced too soon to use lines and spaces, he will be frustrated. His muscles will jerk, his pencil will continually go outside the lines, the teacher will complain and become upset and will categorize him as just "slow"? Then the trouble begins as the child feels defeat. The fact is that he was asked to do too much at one time.

In this regard, a teacher should realize that muscular co-ordination, good or bad, is no gauge of intelligence. More intelligent children often let this worry them into a fit of frenzy and sometimes have become problem children. In the Blended Sound-Sight system, the child is given freedom to work without pressure, thus avoiding as far as possible, this feeling of frustration. Every child has the opportunity to listen to the teacher and follow her instructions carefully. He is allowed to work according to his ability and not expected to do more than that of which he is capable.

When the teacher does teach the printing, using lines and spaces, she should not expect the same proficiency from all pupils. Those who can print on the lines successfully may do so, but the slower achievers must not be asked, nor expected, to compete with the faster achiever.

Most important of all, the teacher must remember to give individual help where needed. Teachers have a tendency to work with the faster achievers, feeling that the slower ones will need a longer time. Giving him a longer time, without someone to help him when he needs help, which is now not later, can and will be but a waste of his time. What is the teacher going to do about it? Is she giving the slow achiever as much individual attention as she can? In what way can she do this? Since the slow learner does need more time, perhaps something should be done about reducing the number of pupils per teacher and relieving her of non-teaching duties.

The letter c (cuh)

It is during the printing lesson that the teacher may first observe differences in children. She soon finds out which children can work on their own and which ones need her help. The printing period is to be looked forward to with great anticipation by the children. We want the children to feel happy as they work. Happiness is an incentive to learning.

The lesson proceeds as follows: "Boys and girls I would like you to put up your left hand." The children respond. "I can see that some of you know which is your left hand, and some of you do not, so I am going to show you.

Stand please. Put your arm out toward the windows. This is your left. Bring your arm down to your side. This is the left side of your body. Put the other arm out toward the door." The teacher does it along with them. "This is your right. Bring this arm down to your side. This is the right side of your body. You may be seated. Take your pencils in your hands as though you were going to print. Put them in the air. Now I can see that we have some children who will be printing with their left hands, while some will be printing with their right. I will show you how you will place the book on your desk." The right-handed children will have their books slightly to the left so that they can see what they are printing. The left-handed children will have their book slightly to the right so that they can see what and how they are printing. "Now that we have our pencils in our hands, we will talk about the proper way to hold them when we are printing. Put your pencil between your thumb and your first finger." The teacher demonstrates. The children respond. The teacher walks about the room checking each individual's pencil position. "We have been talking about the proper position of our books and pencils but we must not forget about keeping our feet flat upon the floor. Now before we begin to print, I would like you to put down your pencils and listen very carefully to what I am going to say. These letters of the alphabet talk (she points to the letters.) Today we are going to learn this one. (She points to the c). It says "cuh". You say "cuh". Let us look at the letter. It looks like a cookie with a bit out of it." These little remarks are made to loosen up any tension in the class; soon they all begin to feel that this is fun. The teacher asks them to close their eyes and picture this c in their minds. This early habit of getting the children to picture things in their minds becomes a valuable aid. The teacher asks for words which begin like "cuh". The class responds with words like cookie, candy, etc. "Now make the 'cuh' with me in the air and repeat with me as we do it. 'I start at the top, I go toward the windows, I do not take my pencil off, I do not close it. It says "cuh".' Now you may begin to print it in your books."

The letter ŏ

As the teacher points to the letter o she says, "We are ready to learn another letter of the alphabet that talks. This one says ŏ (short sound). This is a sad letter. You say the letter ŏ." The class responds. "Let us sound sad as we say ŏ." The class responds. This time every child is smiling. It pleases the teacher when she sees some sad child come out of his shell and begin to smile. It is these comments that give life and a feeling of belonging to the class. The teacher continues. "Feel your lips. Are they open or closed when you sayŏ?" They say open. "Where do you feel this sound?" If they can't tell exactly, direct them to think how their lips are shaped. It is the shaping of the lips that forms the sound. This is why the o looks like our lips when we say ŏ. They are asked to close their eyes and picture the ŏ in their minds. "Let us think of a word that starts like ŏ." The teacher may say on and then use it in a sentence such as "The book is on my desk". The teacher then directs the children to say on and to hold the ŏ a little longer than usual so that they can hear it better. She asks them to watch as she prints the letter on the board, saying "I start at the top, I go toward the windows, I do not take my pencil off, I close it up and it says ŏ." The teacher and class say it together, going through the motions in the air. Then the children proceed to print it in their books.

NOTE: If the teacher feels that her class is not ready to be taught three letters in the one day, then she may do just two. The system is flexible and can be adjusted to suit any class. The teacher who carefully watches her class will know when the lesson should end. The teacher does not stress the name of the alphabet letters. The sound is given first place.

The letter ă

The teacher proceeds as follows: "This letter sounds like a baby beginning to cry. Put your finger on your lips. Do they open when you say ă?" They answer yes. "Feel your chin, you will find that it seems to drop down slightly. Where does the sound seem to come from, the front of the mouth or the back of the throat?" They respond. The children are beginning to realize that the shape of the lips helps determine the shape of many of these letters. "Watch as I print this letter on the board. I start at the top, I go toward the windows, I do not take my pencil off and just as I am about to come down on the last part of the a I say ă." Always say the sound of the letter rather than the name. After a few days the teacher may begin to say "left" instead of windows". The class and the teacher do the letter a in the air and as they do so, they say, "I start at the top, I go to the left, I do not take my pencil off. As I am about to bring my pencil down I say ă." The children proceed to print it into their books as the teacher guides each one individually.

The children enjoy board work as well. A teacher relates the following experience which might be helpful to others. Since she had been using the blackboard a great deal for review and observation, she decided this particular day to use it to review the ă. The children had been instructed how to print this letter and say its sound in the morning printing lesson. In the afternoon she sent them all to the board and asked them to print ă. One child printed it like this ɒ . The teacher knew that this child had not followed the careful instruction of not taking his pencil off until the letter was completed. She asked him to do it again. Without hesitation, he printed it as before. She saw that he not only printed it backwards, putting the stick on the wrong side, but he had made the circle backwards as well. This was contradictory to what she was teaching. However, she was able to check on this child before it became a problem to him. This child might have formed a habit which would have caused him untold trouble, but because the mistake was checked early, it was remedied. It is a teacher's duty to find and correct bad habits before these habits become permanent. Therefore, early observations in the beginning of the year are of the utmost importance.

The letter b (buh)

The teacher begins by saying, "Today, we will learn the letter b. This letter says "buh". You say it." The class responds. "Just before you say 'buh', think how your lips are shaped. Put your hand on your lips. Are they open or closed? Now say 'buh'." The class responds. The teacher asks a child what it felt like as he finished saying "buh". He will likely say something like this. "It sounded like something exploded, plop!" Everyone laughs. Children like to share their ideas with the class. The teacher proceeds, "Watch me. My lips are closed. I will print it on the board. I start at the top, I do not take my pencil off." As she puts the bottom part of the b on the board she says "buh".

Using this Blended Sound-Sight Method, no child will put bog for dog. Reversals are just not known. The children must think of their lip position before they print the letter. With the letter b, the closing of the lips before they say "buh" gives them the idea of making the stick part first.

The letter d (duh)

The teacher proceeds, "This letter says 'duh'." The class repeats the sound. "Are your lips open or closed?" They say open. "That is exactly what the d does when we print it. We make the open part first. Watch as I print it on the board." As she prints, the teacher speaks. "I make the open part first, I go towards the windows, I do not take my pencil off." By this time, the teacher has extended the chalk upwards to make the top of the d and just as she is ready to make the downward stroke, she says "duh". Again the children must be trained to think of what their lips do before they print the letter.

The letter p (puh)

Another trouble maker is the p. This is a mouthed letter and is not often heard properly by the child. We tell the children that this letter resembles the blowing of bubbles. The letter itself reminds you of a bubble on the end of a stick. When we say it, it sounds just about as light as a bubble. The teacher says, "Begin to say 'puh' but don't say it. Are your lips closed or open?" The teacher explains to them that the stick part which she draws on the board represents the closed lips just as the b did but when she puts the top part of the p on, she lightly lets her lips come open, making a slight explosion. She says, "I start at the top, I do not take my pencil off." This means that she makes a down stroke and goes up on the same stroke to make the top part of the p without taking her pencil off. Just as the pencil gets to the top and she is ready to put that part of the p on, she says "puh".

The letters ĕ and ĭ

The e and i are both easy to make, but unless these sounds are carefully sounded out so that the children can easily distinguish one sound from another, they will have many misspelled words, such as pit for pet.

The teacher usually has the children look well at the e. She points to the top part of the e to tell them that it looks like lips well pulled back. She asks them to say ĕ (short sound) and think how their lips feel. She has them accentuate this sound by pulling their lips well back. This improves the child's ordinary speech and aids in his efficiency to sing on the vowels. Most of the time, children do not form their mouths properly to get a clear sound. Sometimes they are asked to smile and say ĕ.

The letter ĭ (short sound) is brought to their attention. The children are told that this letter has a crying sound that this sound seems to be in the back of their throats.

It seems like a lot of work for the teacher to teach all this in such detail but it will be a lot more work for the teacher later on if she doesn't teach it thoroughly at the beginning. The voiced and mouthed sounds are compared, such as d and t; wh and w; j and ch; b and p; v and f; g and c, ck; z and s.

Advantages of This Method of Printing

The advantages of this system over the stick printing method is that the child does not have to be confused by wondering which side to put the stick on. For example, the letter a is made with ease because he learns not to take his pencil off the paper until he has finished printing the letter. Under the stick printing system he makes circles and then proceeds to guess which side to put the stick on and usually his guess is wrong.

The Blended Sound-Sight system also helps and trains the children to be conscious of the shapes of their mouths as they say the letters. They picture in their minds what the letter looks like. They think of a word that this letter may start with. They remember to start at the top when printing. They learn direction in relation to making the letter. They learn never to take the pencil off until the letter is completed. Care, consistency, understanding and much practice during the early stages will be rewarded by proficiency.

Many of the letters of the alphabet I have not included in this section because I felt they would present no difficulty to the teacher. Nevertheless, each letter should be given careful attention.

Word and Sentence Printing

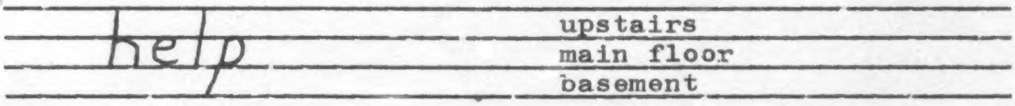
Formal printing of words is begun the third week of school. By now, the children will know most of the alphabet letters. Therefore, forming words will come easily to them. After the letters of the alphabet have been learned, there is not much value in having the child continue to print letters mechanically.

The order in which the teacher has taught the alphabet letters will be found under the heading, "Daybook". The day book tells approximately when each letter may be taught. It will also state when review and testing is given. The question may arise, "Why teach the letters of the alphabet in a particular order?" The reason is that these are the letters which are going to be used in presenting the preprimer words. In other words, the letters taught are being put to immediate use by the child.

At the end of the second or their week of school, lines and spaces are introduced. The letters of the alphabet are printed as single letters for a few days. The teacher gives the child special ruled paper with different coloured lines to show the main line on which they print the body of the letter. If special paper is not available foolscap will do. The children do not have to worry about how the alphabet letters are made because they have had two to three weeks instruction in this. They can concentrate on how these letters may be placed on the lines.

The children listen while the teacher explains that these talking alphabet letters are like people. People live in houses, and the letters live in houses too. The teacher draws four lines on the board. She explains the difference between a line and a space. She explains and points to the main floor of the house where all the letters (people) walk. For example: upstairs
main floor
basement

Giving illustrations such as this helps the child to understand, thus making his learning more real. The letters with long necks go upstairs while those with long legs go in the basement. Those with no neck or legs go on the main floor. Perhaps today the children are printing the world help. They soon learn that the h goes upstairs; the e has no neck or leg so it stays on the main floor; the l has a long neck so it goes upstairs; the p has a long leg so it goes in the basement.



The child uses this plan until he feels secure. This procedure helps the child to think as he prints instead of merely copying the teacher's example. The teacher's aim in all these procedures is to have the children:

1. think
2. reason
3. act
4. read what they print with comprehension

After the child has had a week of printing these preprimer words on special paper, he can begin to print them in his printing book, the teacher making one sample line at the top of each child's page. For example: can can can. The children then finish the page.

About the fourth week many of the pre-primer words which the children have learned are made functional and meaningful as the teacher prints a sentence such as the following in each child's printing book. For example: Jane can help. The child prints a page of this sentence.

Alphabet letters, words and sentences have meaning for the child. He sees the many uses of the alphabet letters. An impelling desire to print sentences of his own creation is brought about. This consistent exercise of printing sentences contributes to the child's future success in written communication.

Chapter Four

THE ACTIVITY SET-UP

Standards Which the Activity Must Meet

The teacher of Grade One has two main goals, the long-range and the immediate. The long-range goal is to develop the personality and character of the child. The immediate goal is to provide the child with a learning situation in which he can feel the greatest possible satisfaction.

The best way to accomplish the immediate goal is through the Activity set-up where the child learns by doing. We seek to get the children participating and performing in a variety of ways so that the nature of their individual differences may be revealed. In setting up these activities we must be sure that they meet the following criteria:

(1) The activity must provide an atmosphere of acceptance and affection. The teacher should strive to set the atmosphere of acceptance and affection, treating each child alike, regardless of variation in ability. She is able to do this by sitting in on these play-approach activities so that she may observe human behaviour and then proceed to help each child as he actively participates in the we learn by doing games. She observes the shy child, making sure that he is included in and accepted by the group, while on the other hand, she observes the over-bearing type of child who would not intentionally but eagerly take over, giving no consideration to the other members of the class. The teacher sees to it that each child is given equal opportunity to participate. The attitudes bring about a satisfying classroom atmosphere. This pays big dividends, not only in the immediate progress of the child but also in his future development.

(2) The activity must provide opportunity for reinforcement of the child's learnings. The teacher provides the basic tools of learning and then guides as each individual participates. These varied and interesting activities are self-teaching and thus accumulative.

(3) The activity must be flexible, allowing for differences, in rate and kind of learning. Too many children regardless of previous experiences and variations of ability in achievement are fed the same thing at the same time, thus not meeting individual needs. For example, the obedience of children during the teaching lesson, day after day, may be considered highly valuable from the teacher's point of view. However, if this obedience becomes the all important goal, the child

who is trained to do just as he is told, may lose some of his individuality, initiative and independence. This would seem a high price to pay for the comfort of the teacher. The Blended Sound-Sight System tries to avoid this error by providing a flexible form of organization, where each activity develops gradually in systematic levels of difficulty. It provides challenging work for children with variations of ability. Formal lessons are alternated with these activities. The child proceeds to the next activity only when he is ready, not necessarily when the whole class is ready.

(4) The activity must provide opportunity for self-discovery and individuality. The child is taught how to attack new and unfamiliar words by identifying his basic tool sounds and applying his rules. He is taught to work individually and in small groups, thus encouraging independence.

The activity must permit each child to have the feeling of success. The Blended Sound-Sight System strives to allow each child to have success by having him move from one activity to another as he is capable. He may also be taught how to face defeat in various learning situations. He is not too young to understand that there are always differences in rates of growth, that different people do different things and that learning depends upon effort and practice. He should be discouraged from working for rewards only, but rather encouraged to work for his own reading enjoyment. A simple illustration may be given to the class. For example the child may be helped to see that little does it matter who gets to school first on Monday morning or who gets there last, as long as each one finally arrives there by 9 o'clock. Six and seven-year-olds can grasp this meaning in relation to their reading progress. They begin to realize their importance as individuals.

DEMONSTRATION LESSON

Basic Tool Sounds Taught Through Known Colours

1. The Objectives of the Colour Game (the first activity to which the children are introduced).

    (1) To introduce basic sounds and simple phonetic rules through the study of colour words.
    (2) To motivate the class through the play approach, giving them a desire to learn more.
    (3) To challenge those with variations of ability.

2. The Method of Teaching the Colour Game.

On the flannel board are three pieces of coloured felt, green, black and yellow. The colours are usually known by all six-year-olds before they come to school. But to make sure, the teacher asks them to identify each colour. Now that they know the colours they are anxious to know the words that represent the colours. The teacher has these three words printed on cards backed with felt so that they will adhere to the felt coloured blocks on the flannel board. The teacher picks up the card with the word green. She has a little mark under the ee, i.e., green. She says, "Do you see these ee's? They are like little twins and they make a very loud noise when they are together. This word says green." She points to the ee's and she says the ee's a little louder than the rest of the word. "Can you hear them?" she asks. "You say ee." The class responds. Then she puts the card with the word green on the green felt. The teacher shows the children the word black. She has a mark over the ă to show them that the ă they learned in the morning printing lesson is in the word black. She then points to the ck in blăck and tells them that these two letters are like two little friends who are always found playing together. The children are told that the c goes alone sometimes and it says "cuh". She explains that sometimes k goes alone and it says "cuh" and that even when they are together they say "cuh". "Now boys and girls a very important thing to remember is that when these two letters are together they usually come on the end of words." The children find this fascinating and they search for ck words at home. The teacher explains that she has drawn a line under the basic sound "ck" in the word black to help them remember this sound and where it comes in the word. She then places the word black on the black felt. She continues, "We have one more colour we want to learn today. That colour is yellow." She holds up the word yellow. "Notice that I drew a line under the ow. This helps you to look at this part and say its sound. Say yellow." The class responds. "What is the shape of your mouth when you finish saying an ō?" They put their fingers to their lips and find that the mouth is shaped like an ō. The teacher explains that both of these letters ow say ō and that they can hear that ō sound at the end of the words. "Let us say yellow once again so that we can hear that ō sound at the end of the word." The class responds, holding the ow slightly longer than usual. The teacher then places the word yellow on the yellow felt.

The teacher wants to know if her teaching was successful so she says, "I'm going to take these words off the coloured felts and see if I can fool you. I don't think you will know them unless they are on the colours." Children enjoy being challenged. The teacher says as she holds up the word green, "What does this word say?" Someone will say green.

The teacher says, "What is there in the word that helps you to know that this word is green?" They respond by saying, "the noisy ee's." The teacher says, "Everyone say green and listen for that noisy ee sound." She holds up the word black. She says, "What is this word?" They say black. She asks, "What is there in this word that helps you to know that it is black?" You usually get the answers that you want but if you don't you help them to find the answer. The teacher continues in the same way with the word yellow. The children think it is fun to be able to give all this information.

Now the class is ready for a little more challenging, for by this time they are quite excited about it all. The teacher has them turn around so they cannot see what she is doing. She tells them that she is going to fool them for sure this time because she is going to put the words on the wrong colours and is going to ask someone to come up and put the cards on the right colours. The class turns around, ready to begin. By this time every hand is up. All want to try it. It enthuses the teacher to see the beaming eager faces. The children are beginning to feel that school is fun and that they are learning many new things. From this activity they now move to a more formal type of learning. They are given seatwork that follows up the lessons taught.

3. Evaluation of the Colour Game

(1) The children learn three basic tools of learning (ck, ee, ow), their place of importance in the word and simple rules which govern these basic sounds.
(2) They learn that these basic tool sounds can be applied to other words of the same kind such as truck, Dick, etc.
(3) The play approach provides interest.
(4) The faster achievers are challenged to find other words at home containing the basic tool sounds. This helps the child to participate in his own learnings.
(5) The slow achiever is given opportunity to play the game, listen and assimilate what he can. He thrives on the repetition.
(6) The children's vocabulary grows by leaps and bounds because they have not only learned the three words yellow, black and green, but have acquired a technique in identifying basic tool sounds. When applied to other words of the same kind, these tools will reveal a multitude of new words. From the very beginning of the school year the child is being trained in knowing how to discover new and unfamiliar words on his own.

Review and Reinforcement Through Activity

1. Objectives

To help the children socially, emotionally and intellectually. To provide opportunity for reinforcement and review of the previously taught work.

2. A Review Game

The child will have learned through the Activity Colour Game and previously learned pre-primer words several basic key sounds. Words containing these sounds are printed on cards such as the following:
black Dick blue yellow brown draw green

A group of four or six children will sit around the table while they play the game. The teacher's role is to demonstrate how the game is played by playing with the children until they can confidently carry on by themselves. She begins by dealing two cards to each child. The dealer usually plays first. She explains that no one should speak out as long as she is holding the card in her hand. To begin the game, she looks at her first card, says the word, points to the basic tool sound and gives the phonic rule. Because she has given the correct answer, she lays her card face down on the table, counting it as one point. If, on the other hand, she does not know the word, sound or rules, she will lay the card face up on the table, indicating to the children that any of them may now try to give the answer. The child who is the first to give the correct answer takes the card and places it face down on the table beside him and counts it as his point. During this game, children are challenged to phonetically scrutinize words rather than memorize sight words. Once the teacher has had her turn, she makes sure that the child next to her has his turn. The game continues in the same manner, under the teacher's guidance, until all cards have been played. This is the teacher's opportunity to emphasize that the aim of the game is to have fun while working rather than merely to build up points.

In the first few days of school when the vocabulary of reading readiness is small the games are short. Card games are played for five or ten minutes daily or as long as the teacher feels is necessary. A teacher who can detect when the class needs a change and does it, will keep her pupils interested and learning all day long. After the domonstration game, all the children sit around tables or even on the floor and play the game. The teacher goes from group to group supervising the game. She has provided three sets of identical cards, one set to each group. While the children are reinforcing vocabulary and basic sounds taught in previous lessons, the teacher observes the performance of each child. She sees the over-aggressive child, the shy and slow child, and so can give the kind of help needed.

It will be the teacher's duty to see that after lessons are taught, whether they be lessons in Social Studies, Health, Science or Poetry, the appropriate cards are made. For example, today the children will find new words on the game table because the poem called September was taught yesterday. The words may be ribbon, road sky forest asters deep today.

3. A Reinforcement Game

A favourite game played early in the year to reinforce basic tool sounds contained in any word study is the Fox Game. It is short and snappy. It should be played sparingly so that the children continue to enjoy it. Once the basic sounds are learned the game is discontinued.

The teacher chooses five pupils who know the words well to be leaders. She seats the leaders on chairs around the room making the circle as large as possible. She gives each leader four or five word cards. Each leader holds an equal number of cards. She divides the rest of the class into five groups. This will be perhaps five children for each leader. Each group of five is seated on the floor in front of their assigned leader. When the teacher says "Go" each group in unison say the words which the leader is flashing one by one. When they have completed the cards, the first group finished, indicates by standing. They must remain quiet when they stand because the teacher is the fox who may catch them as they prepare to run to the next leader. The teacher waits until all have said their words and are up on their feet before she says, "Go". Then each group runs to the next leader and the teacher pretends to catch one of them. This is where she plays the true fox. She is just foxy enough not to catch anyone. The teacher wants the children to make the rounds to the five leaders so that in a matter of minutes they have enjoyably reinforced twenty to twenty-five words and their basic sounds.

Game activities are played no more after the children become sufficiently skilled in phonic sounding to be admitted to the library (the end of October). The slower children may carry on the activities a little longer until they too attain entrance to the library.

4. Evaluation of the Review and Reinforcement Activity

(1) Game activities stimulate every child. He plays them often. Therefore, review becomes a natural function of the situation. Self-practice tends to be cumulative.

(2) The learn by doing method is not only beneficial but exciting and motivating.

(3) There are no discipline problems.

(4) This type of activity particularly helps the emotionally upset child. He begins to have a feeling of belonging.

(5) It is also helpful to the slow learner. He thrives on action and repetition. He will participate but will be slower in doing so. He will remain a little longer while the faster achievers will move on to the next activity.

(6) This activity challenges the faster achievers to quickly identify the basic tool sounds and to give the simple rules which governs them. For example, sail, play; ai says ā, ay says ā, ai always comes in the middle of words; ay always comes at the end of words.

Activities Leading to Independent Reading Provides a Climate Where Inquiry can Flourish

Any teacher who wishes to promote a desire for discovery on the part of the child must provide the means whereby he has opportunity to try out and test his knowledge or theories. To preserve curiosity and a desire for discovery pupils must be provided with a climate where inquiry can flourish. A reference here might prove interesting. The teacher had taught the rule that the v never goes alone. She had just taught the word have but had not yet taught having. This particular day a child was reading a Thanksgiving verse and suddenly she noticed that the v was alone in the word Thanksgiving. Without hesitation she put up her hand and said, "Where did the e go in the word Thanksgiving?" Since the rule had not been taught the teacher decided that this was the time to teach this new insight. The child had discovered for herself something that didn't seem to fit the case. Typical of a Grade One child she was curious and so inquired as to why this was so. The teacher found herself teaching the lesson on dropping of the e when an ending beginning with a vowel is added.

The discovery activity is based on learning by doing and provides for a higher level of learning suited to faster achievers who engage in intuitive thinking. These faster pupils respond to self learning and searching for knowledge. This activity differs from the other activities in that children are challenged to use their advanced phonic rules and thus apply them in their discovery of new and unfamiliar words. The previous activity reviewed and reinforced known words and rules.

During these early weeks of school, when the activities play such an important part in the child's learning experiences, the teacher spends more time arranging the situation then she does in the lecture type of lesson.

Setting up the Motivated Method of Discovery

As the teacher sees how efficiently five or six of her pupils can manipulate the word cards identifying the basic sounds and applying the simple rules, she proceeds to make preparations for the next activity.

Since she knows that their next advancement will be entrance into the individualized Library, she selects new and unfamiliar words from some of the easy library books which the children will be reading first. These words she prints on cards. Each word card has its basic sounds underlined. For example, explained. Each card will be marked with a different colour to correspond to the colour of the book from which it was taken. (This is only for identification of what words go with what book.) Several words are taken from each book to make up a set of cards or a deck. The teacher will file these cards in order of difficulty.

When the children are ready for this activity the teacher prepares a table at the back of the room labelled "Discovery Table". On this table she places a few decks of word cards. Each deck may contain six or seven cards and have an elastic around them. The cards are left on the table throughout the day so that they are available to the child at any time. The teacher continues to set out more decks of cards based on more difficult words as the children progress. The number of decks placed on the table at any one time will depend on the number of pupils ready for this activity.

The child works individually on each deck, figuring out what these new words are by applying his phonic sounds and rules. He can not be told what any of these words are. He must discover each new word on his own. The child must work at each deck of cards which are on the tables before new decks are added. Ten minute activity periods may be given but most of the work at this activity is done in spare moments during the school day. A child may move to the activity tables and study on his own if his seatwork assignments have been completed. Some children prefer to take a deck of reading cards to their seats and quietly work out the words for themselves. The slower achiever has access to all activities and may work at whatever activity he desires. Even this type of pupil is motivated to complete his seatwork so that he too may work at these interesting activities.

Classroom Examples

(1) Examples of a few classroom situations are explained here to give teachers an idea of what could happen and likely would happen if the activity program were followed.

(2) If children are permitted to enter the classroom a little before 9 o'clock, they stream into the room and rush toward these activity tables to work out for themselves the words they need to know so that they may attain their new goal which is, at this point, entrance to the library.

The teacher sees to it that the goals are near and clear. Each new day brings new learned phonic rules and basic tool sounds. Each new day brings new discoveries. Children pride themselves in the fact that they can work out words on their own.

(3) Discovery is exciting. During a period when a class was working quietly at seatwork, a child who had finished, stepped to the activity table, selected a deck of reading cards and returned to his seat. He sat for a few minutes working out his new words. Suddenly he jumped out of his seat and exclaimed, "I know this word and I got it myself !" On the spur of the moment the teacher was about to reprimand him for his noisy behavior and then she realized what this happy discovery meant to the child. He felt excitement and satisfaction. Before the teacher could say anything, he reached over to a boy across the aisle from him and said, "Did you hear me?" By this time everyone was enjoying his discovery for certainly the class all heard him. The teacher was pleased to see his joy in discovery. It would have been a mistake to have reproached him for his unconscious outburst of delight.

(4) Many natural born teachers are discovered in Grade One. Children help one another in word attack. It is interesting to listen to children. The child who is helping another child does so in words which are almost identical to those he has heard the teacher use. A conversation overheard might sound like this: "You see the e on the end of the word don't you? Well, what does that tell you?" She begins to tell the other child by saying, "It makes the..." Then she stops short, waiting for the other child to say the rest of it. The child responds by saying, "It makes the ā say ā. The first child says, "What is the word then?" After a short hesitation the second child answers, "māde".

It is most rewarding to see their beaming faces when they begin to see their success in using a rule to discover a word. Each child knows he must not tell another child the word but may help him to discover it, providing the child knows his phonic rules. This incident is given as an example of what can take place in a classroom where the Motivation of Discovery is used. There is an exciting desire to learn atmosphere created. The manifestation of genuine concern shown in this instance is typical of children. Qualities of leadership are very much in evidence even at this early age.

This incident is also evidence of immediate goals influencing long-range goals in character building.

Evaluation

(1) Interest develops as activities acquire meaning.
(2) Progressive activities motivate and stimulate. These activities give every child a will and a desire to learn. It is important both in initiating the learning process and in keeping it going. Using different types of activites with varying levels of work to be accomplished provides opportunity for each to progress according to his ability and thus move into the next
(3) Each activity provides the child with a definite goal, the final goal being the advancement into the library.
(4) The library activites bring about self driven and self-propelled individuals. They are on their own to read and to enjoy the books which interest them most.

Let us remember that the teacher sets the mood. If the teacher shows no interest in these activities she can not expect the children to do so. Children are like a mirror. They reflect the teacher's enthusiasm.

Chapter Five

THE PRE-PRIMER STAGE

Pre-Primer Words as Phonetic Tools

Introducing pre-primer words is begun the first day of school. These lessons are alternated with the printing lessons and the reinforcing activity games. The pre-primer word or words are introduced. The meaning is established. The basic tool sounds (which are the child's tools of learning) are identified. For example, if the word to be introduced is "Dick" then the basic tool sound "ck" will be brought to the attention of the children. The teacher will proceed to have them say its sound and note its place value in the word. She may refer to the previous printing lesson where the c and k sounds were carefully explained with reference to the sound each letter made when said alone, and the sound they made when they were together. She may also refer to the previously taught colour word "black" which contains the ck and the word "Dick" bringing to their attention the ck basic tool contained in both words. The children begin to see that these two words are built in the same way. They see the similarity of word structure. They learn that the simple rule which governed the ck as in "black" also governs the ck in "Dick".

Very soon the child begins to identify these basic sound tools in many other words. If the new word introduced is "see" reference could be made to the colour word "green", previously taught, bringing to the child's attention, the ee basic tool which the child can so easily identify both by sight and hearing.

If the word "play" were introduced the teacher would stress the ay basic tool and its sound. She would give the governing rule (refer to reading rules). When she teaches the ay as in play she provides at the same time another word that can be related to play which will contain the ā sound as in "sail". The Teacher may say that the children play with their boats. The boats sail. In this way, the child sees and compares the two sounds at the same time. Even the slower pupils find the rules which govern these two ā sounds comparatively easy, because the rules are simple.

Children enjoy saying the rules as a rhyme, for example - ay says ā, ai says ā, ay comes at the end of words, ai comes in the middle of words. Having the child learn these rules at the same time that the words are introduced, gives him confidence, and happiness and sets up a desire to want to find more words which contain these sounds on their own. Every child likes to discover something new. The teacher who uses this approach early in the year will stimulate and motivate her class to want to learn. There will be no guessing what the words are. They will learn to reason, think, and work on their own initiative. Are these not the habits we want to cultivate in our pupils?

From the very first day of school the children can become active participants in their own learning, if they are given the tools of learning.

Let us keep in mind that the only purpose in teaching these tools of learning is to help the child NOW. Free access to these tools of learning provides opportunity for variations in achievement, so that each child can assimilate what he can, and progress according to his rate of speed and capacity to learn.

Although initial consonants and endings are stressed - along with the basic tool sounds, they are not sufficient in themselves to help children to unlock unfamiliar words.

These basic tool sounds are made up of vowels, semi-vowels, dipthongs and digraphs. They play a much more prominent part in the identification of new words than do the single lettered initial sounds, therefore they must be taught along with these initial sounds in the very first weeks of school.

Although every child is given freedom to apply whatever helps him to better identify words, the Blended Sound-Sight Method emphasizes the importance of teaching the simple reading rules, which govern these basic sounds. Sometimes the child will unlock a word by using three rules simultaneously. Regardless of children's various capabilities to cope with words, all children need facts or rules upon which to base their discoveries.

It should be made clear to every child that these basic tool sounds which they are learning, are helpers which help them to unlock new words.

While all methods of word attack have their place, emphasis should be placed on the rule method. This will bring about an exciting and motivating desire to discover other words through the knowledge of phonic reading rules.

First Steps in Sentence Reading

As soon as a number of new words and sounds are taught using the Blended Sound-Sight Method, a variety of teacher made sentences is put on the board, so that these sounds may be made functional daily. The children are asked to read the sentences silently and then orally. Learning how to read silently is new to them, therefore it takes several days of practice to help them to form a mental picture in relation to the sentence which they read. As children read silently they must be trained to keep their lips closed.

They are taught to read orally with expression, learning to stop for a breath at a comma, and stopping when they come to a period. This should be learned early in the year. Occasionally an unfamiliar word is included in the chalkboard sentences to challenge the faster achievers to see how well they can apply the reading rules. Since the basic tool sound ee had been taught in the word green, then perhaps the word seeds could be used in the teacher-made chalkboard sentence. The children have been taught yellow. They learned that the ow says ō and often comes at the end of words, therefore the teacher may put the following sentence on the board. Seeds can grow. If children get into the habit of just relying on the sense of a sentence or a picture clue to discover the unknown word he may unfortunately become a careless reader, but children who can unlock the unfamiliar word by applying his reading rules will not only read with comprehension, but will read accurately and with a feeling of security and satisfaction. Comprehension and word study are not isolated. They are closely related.

Logical and Structural comprehension can be taught a little later.

Pre-Primers as Motivating Goals

Pre-primers are given to the children the first day of the third week (The New Look and See). Each new primer sets up new goals. The immediacy of a situation is what elicits the specific behaviour pattern of the child. Again they are anxious to participate and master this goal as well.

While the first pre-primer is being enjoyed by the class the teacher continues to teach words from the next pre-primer using the same inductive approach, following every lesson with purposeful seatwork.

Even before all the "Work and Play" words have been introduced the teacher sets an approximate time when this new pre-primer will be given out. The children use the "We Look and See" pre-primer for just one week. They've had fun reading it with the class so now before they get tired of it, the teacher has had it handed in and has given out the "We Work and Play" pre-primers. School becomes more exciting every day. As they read this book with the class, words from the next pre-primer, "We Come and Go" are introduced. The "Work and Play" pre-primer is used for only two weeks (depending on your class) so that by the end of the first week of October you are ready to begin the last pre-primer, "Come and Go".

Once the three pre-primers have been completed, the teacher, if she so desires, may eliminate the readers and move a little sooner into the Individualized Reading Program, that is, if she has been using the Blended Sound-Sight Activity Learning Climate Procedures which bring about complete independence in reading. This independence is gained because these climates provide an abundance of phonics and opportunity to learn a variety of techniques which enable all pupils to unlock any unfamiliar word on their own according to their speed and ability.

Once this has been accomplished it will matter very little what reader or type of program the teacher may wish to use. At this stage all children will be able to read at least reader type material.

The same results can be obtained by using any set of pre-primers. The advantage of using this particular set is that they have been organized and built into the Individualized Program Procedures for the convenience of beginning teachers.

Chapter Six

TEACHING ADVANCED PHONICS

Teaching the open ē and open ō

The open ē and open ō are taught at the end of the second week of school. (These times will vary slightly from school to school). Children are not told that the open ē and ō are vowels, until a little later, when vowels are introduced. They are called open ē and open ō, letters to distinguish them from other vowels. The words below which contain the open ē and ō letters are taught early in the year so that they can be used in board instruction and to establish concepts early so that the children will not be confused, later on. These open ē and open ō words are easily learned because there are so few of them. The only common words which contain open ē's are hē bē shē mē wē. Words such as bee see wee are brought to the child's attention, so that comparisons may be made.

The only common words which contain the open ō are nō gō sō hellō buffalō. When studying these words the child is taught to put a line over the top of the ē and ō to show that they have a long loud sound which comes on the end of words. These marks help him to remember.

Teaching the Consonant Digraphs

(ch th sh wh th)

These digraphs should be taught within the first three weeks of school. These sounds will be put to use in the various science lessons where sentences referring to the lessons taught, will be hung in a conspicuous place giving the child opportunity to read these sentences in his spare time.

The sh will have been seen by the children when the word she was introduced in the lesson on the open ē. th will have been noted during the introduction of the pre-primer words such as the mother.

Acting out these sounds motivates the class. The learning becomes real to them. What noise or sound would you make if you didn't want to wake the baby? They respond by putting their fingers to their lips and say "sh". Acting out the sound a train makes is always enjoyable ch-ch-ch-ch.

Teaching the Voiced and Whispered Consonants

Voiced	Whispered	Voiced	Whispered
b	p	z	s
d	t	zh	sh
g	k (c,ck)	w	wh
v	f	j	ch
th	th	h	h

At the end of the second or third week the above sounds can be taught giving special attention to the almost identical sounds.

Several lessons should be taught comparing the almost identical sounds as shown in the diagram. These lessons emphasize careful listening.

Teaching Exceptions to the Rule

Since our English language has several exceptions to the rule it should be our aim as teachers to assist pupils in finding out what and why words are exceptions to the rule. Teachers often ask, "How can exceptions to the rule be taught?" It may be interesting to note that these can be taught quite easily even to 6-year-olds if the teacher uses the motivated method of discovery and inquiry along with simple rules. The following is an actual incident which took place in a Year One classroom during the early part of the year when the children were participating in the Discovery Inquiry Climates. The teacher had taken a few minutes to discuss the simple basic rule that er says "r" (the sound not the name of r) and usually comes at the end of words as in father, mother, sister, brother, teacher, leader, reader, and that in some cases it breaks the rule as in the word "doctor" thus becoming an exception to the rule. To make sure that these 6-year-olds had the concept the teacher proceeded to use a common experience to illustrate the point. She continued to say, "If Mother and Father were going down the road in their car and they came to a red light but didn't stop, what do you think would happen?" The teacher received many responses such as, "They would have to pay a fine or go to jail. They broke the law." "Well," said the teacher, "that's exactly what words do. Sometimes they break the rule."

The teacher hadn't any more than finished her sentence when a child put up his hand and said, "I just thought of an idea. I have a bird cage at home. Right now I haven't got a bird in it so could I bring the cage to school and when we find words that break the rule we'll throw them in jail." The teacher took time to listen to the child's ideas. Both teacher and class were thrilled with Kenny's suggestion and agreed that this could be done. As a result, exceptions to the rule were learned better and more quickly than any other words. What a feeling of satisfaction and enjoyment for this child and his classmates in being able to play a part in decision making concerning methods of learning, thus bringing about complete class interest and enthusiasm The desire to search for exceptions to the rule was at an all-time high.

Many Division I teachers have written to me to say that the cage idea is working wonders in their classrooms.

Teaching Vowels and Vowel Variants

(The Silent e)

Vowels are taught the third or fourth week of school (depending on your class). The short vowels were taught when the alphabet was taught in the first two weeks of school, but they were not then called vowels.

Now as the teacher is about to instruct them as to what vowels are, the short vowel sounds are recalled, and the new concept is easily learned.

The teacher begins by instructing her pupils as to what letters are vowels (by pointing to them). It is explained that vowels can do many things. They make loud sounds or soft sounds. The child learns that many of the rules which he is learning will govern these special letters and that these letters will say different sounds in obedience to the rules. Children learn to distinguish between vowels and consonants.

The silent e vowel is taught next. The noisy loud vowel sounds are taught in relation to the silent e vowel. For example, if the word is rode, the children are taught to say "the e on the end of words makes the middle vowel say its name." Teaching the silent e will involve several different lessons. When teaching the silent e, a little practice every day is essential.

The period should be short and to the point. It should move fast and be made exciting. Rubbing the e off the word and then putting it back on quickly, helps the child to see its importance in the word. They enjoy this quick drill. They like to repeat the rule in unison. As the teacher prints the word "rode" on the board explaining the meaning of the word and then proceeds to take the e off so that it says "rod", great excitement is created. If the teacher puts the word rod on the board first, she will explain what the word means and then proceed to place the e on the end of the word rod. She has the class tell her what rod becomes when she places the e on the end, then the class repeat the rule together. The children are made aware of the meaning of the rule. They repeat, "The e on the end of words makes the middle vowel say its name." As they repeat the rule, the teacher places an arrow from one vowel to the other vowel to help them see the relation or purpose of the silent e. She may jokingly say, "It makes the ō vowel wake up." Rode. The children say the word together accentuating the middle vowel somewhat.

The slow achiever learns this as well as the faster achiever, but he must practice it more often.

Children are fascinated and enjoy playing the dropping of the e game, as they watch other words of the same kind or structure put on the board. With this new insight, they are motivated to set about discovering more such words on their own.

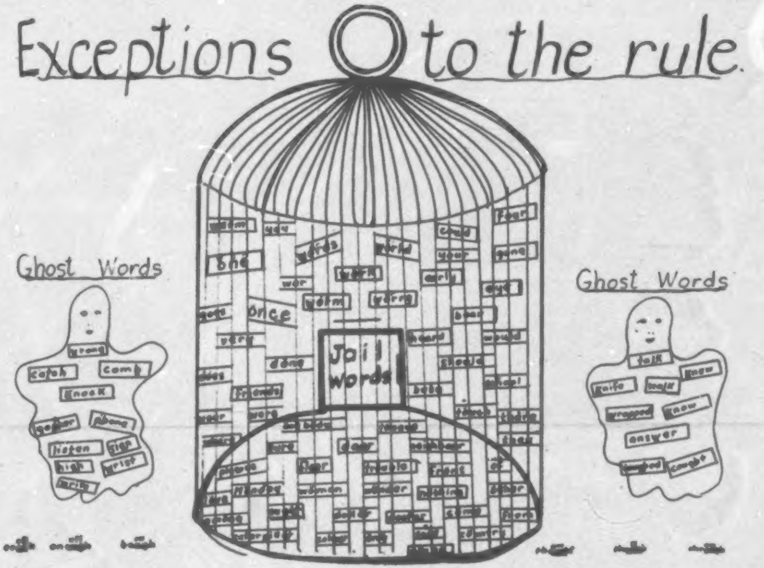
Words containing the silent e vowel should be placed on the review and reinforcement activity table so that these words will be made available to any child who may wish to play the card game.

Seatwork to follow up a lesson on the teaching of the vowels can be made interesting and exciting by letting them draw Jack O'lanterns, and place a vowel in each large mouth to bring to their attention, the importance of shaping their mouths carefully so that the vowels will be said correctly.

Having children put their names on the board and underline the vowels contained in each name is also interesting, motivating and beneficial to every child.

Seatwork on the silent e vowel is explained in the seatwork section.

Plenty of practice is made available in Workbook II to accompany the Blended Sound-Sight Method of Learning, obtained from Modern Press, Saskatoon, Saskatchewan.


Exceptions to the rule
Ghost Words
wrong
catch
comb
knock
listen
sign
high
wrist
Jail words
one
once
warm
work
very
done
four
your
gone
early
women
Ghost Words
talk
knife
walk
knew
wrapped
know
answer
caught

Chapter Seven

THE INDIVIDUALIZED LIBRARY

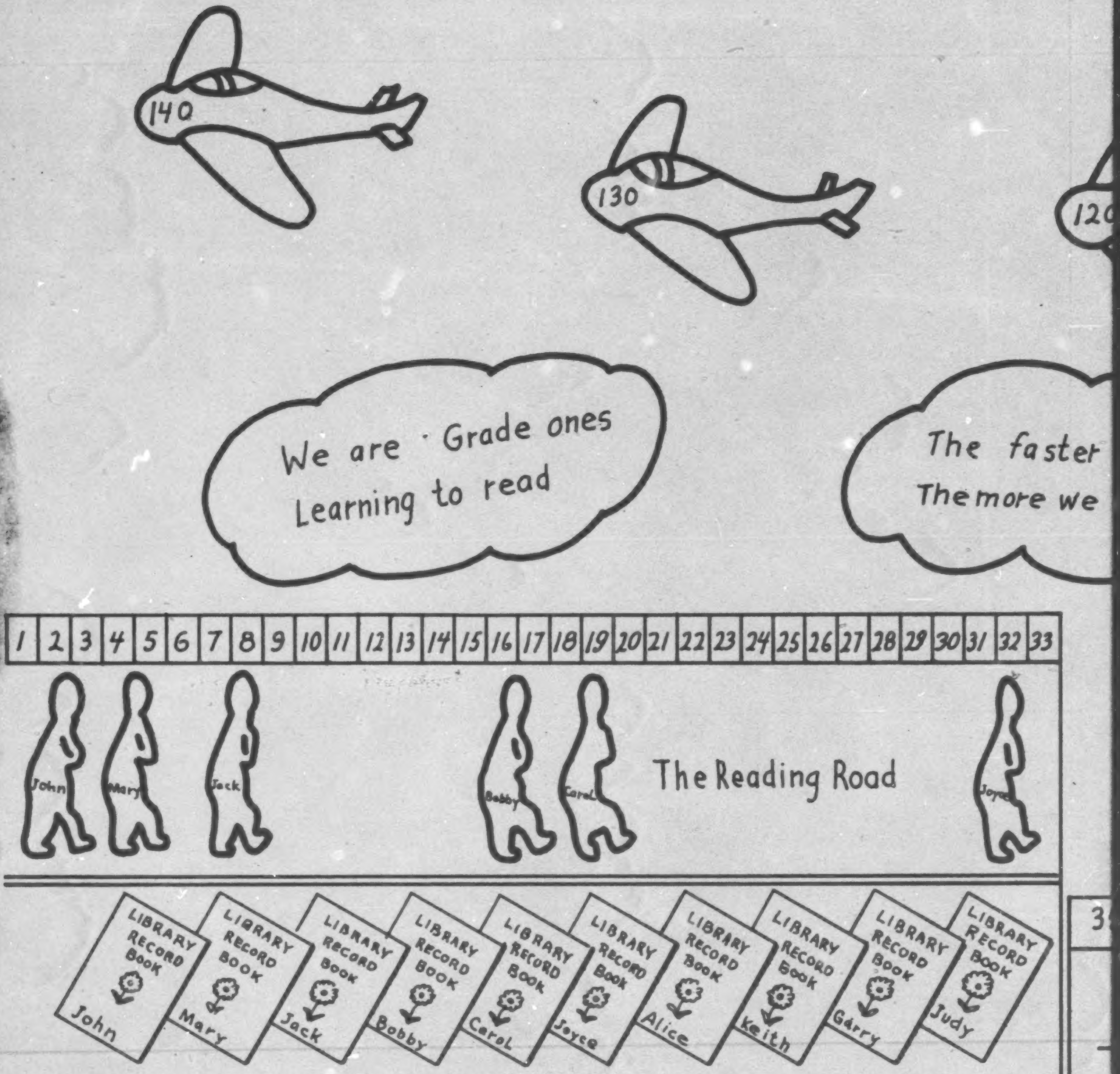
Principles and Use of the Library

I cannot stress too much the basic importance of the library, the cornerstone of all our academic building. The library brings about silent reading skills and develops vocabulary. It provides a continuous developmental procedure which will help each child to push ahead and breast stiffer currents. Children love systematic procedures. A teacher's timetable must be adaptable to the rapid growth in learning being experienced by the six and seven-year-olds. Something that they expect and count on is enthusiasm from the teacher that will at least equal their own. When they reach library level the teacher is challenged as never before. She must give attention to every child's reaction to each book he reads.

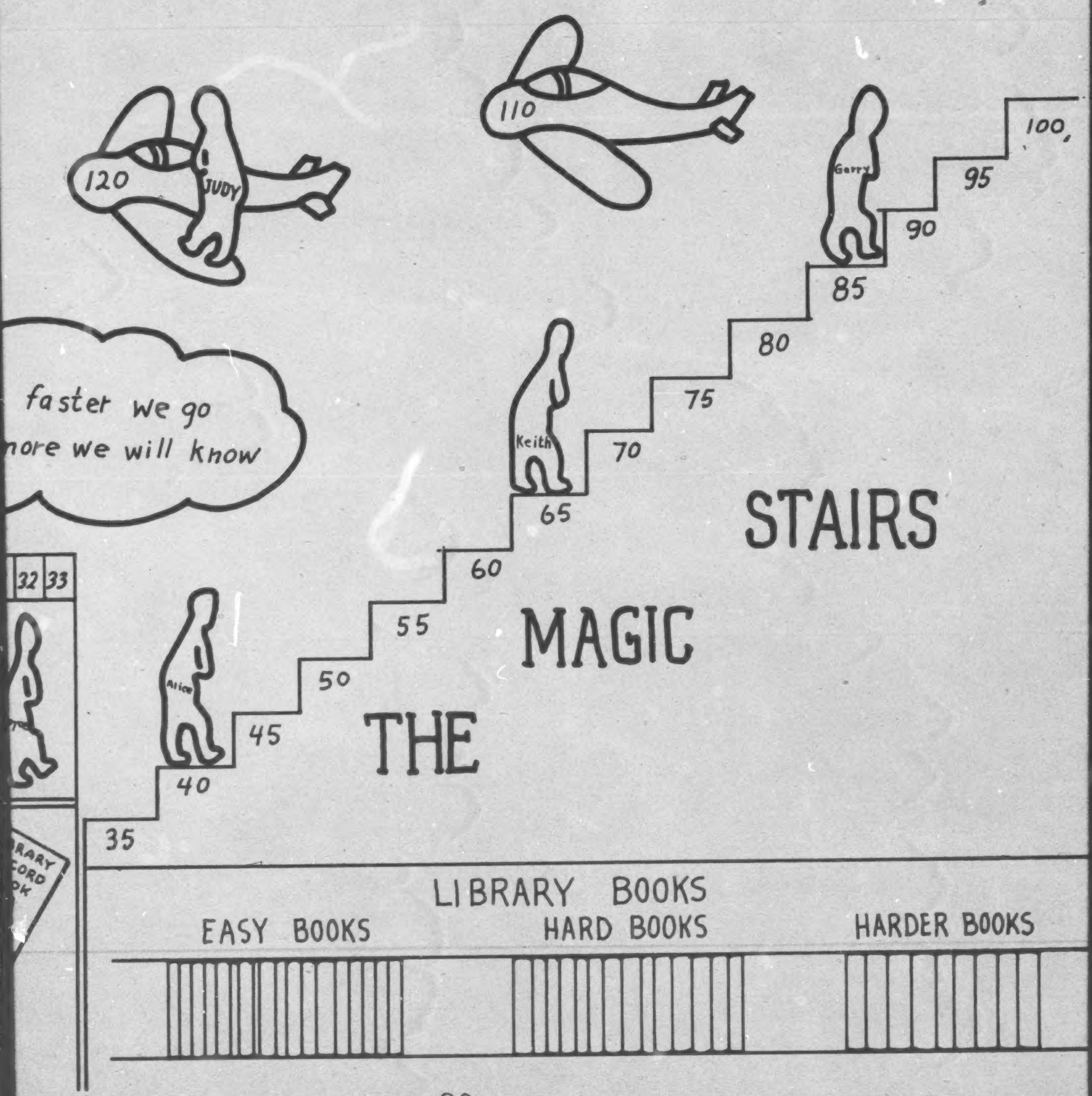
The Blended Sound-Sight Method has been planned and organized so that every child may attain entrance to the library. The individualized library provides opportunity for each individual to proceed at his own rate of reading and according to his ability. There is no such thing as having to wait until another child is ready.

The library works along with the basal readers. The reader is given its place in the reading program as the core around which all other reading is built. Children should not be limited to reading in the reader if they are to broaden their skills. They need to read in other less artificial settings such as the wider field of the library.

When a child has had considerable practice at Activity Table 1, reinforcing sounds and at Activity Table 11 where he is challenged to attack new and unfamiliar words by himself, he is ready to proceed. As the child has been working at the activities his ultimate goal is to reach the library. It is not unusual to see a child take a deck of word cards from the table to his seat and work with them alone. He discovers the new words on his own by identifying their basic sounds and applying their rules. In this way he is helping himself to reach the library in the minimum of time. When an individual feels that he is ready for the library and can successfully say these words and their basic sounds for the teacher, he may proceed to the library. The time for children to reach this stage will differ, but by the middle of October a few children will be ready.


140
130
12
We are Grade ones
Learning to read
The faster
The more we
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33
John
Mary
Jack
Bobby
Carol
The Reading Road
Joyce
LIBRARY RECORD BOOK John
LIBRARY RECORD BOOK Mary
LIBRARY RECORD BOOK Jack
LIBRARY RECORD BOOK Bobby
LIBRARY RECORD BOOK Carol
LIBRARY RECORD BOOK Joyce
LIBRARY RECORD BOOK Alice
LIBRARY RECORD BOOK Keith
LIBRARY RECORD BOOK Garry
LIBRARY RECORD BOOK Judy
3

The Library Record Books can be made in the Art period. Foolscap is used inside the books so that the children may have lines to follow.


120
JUDY
110
faster we go
nore we will know
Garry
100
95
90
85
80
75
70
Keith
65
60
55
50
45
40
35
Alice
32 33
RARY
CORD
OK
THE MAGIC STAIRS
LIBRARY BOOKS
EASY BOOKS
HARD BOOKS
HARDER BOOKS

The Library Chart (refer to chart picture)

The library chart is an excellent motivating device. It sets up motivating goals. In setting up this chart the teacher bears in mind the long-range goal and at the same time she aims to provide a practical way in which the child's immediate goals can be made near and clear. If the child can have a feeling of success periodically, he will keep moving forward in anticipation of each new goal without any feeling of unhappiness or pressure. With success comes motivation and stimulation.

The chart shows a reading road, a magic stairs and a number of aircraft. The reading road provides the children with opportunity to attain their first (immediate) goal which is the magic stairs (a higher level of reading). The stairs provides them further opportunity to attain their next goal, the boarding of the aircraft which will take them into a world of adventure (advanced reading).

It might be of interest at this time to explain the purpose of the numbers on the chart. The numbers from 1 to 30 are placed consecutively on the reading road. This means that for every book that the child reads he may move his cardboard doll to the next number. When he reaches number 30, he is privileged to step on to the magic stairs. (His first goal is attained). Once he reaches the magic stairs his reading progress is so rapid that the teacher finds it necessary to devise a method which will keep him on the magic stairs for some time and yet maintain that motivating spirit. Therefore, she raises the number of books from 1 to 3, which the child must read before he can move on to the next step on the stairs. When he reaches the top of the stairs, further goals are made clear. To get a reservation on one of the aircraft he must read ten books. This presents no problem whatsoever because every child is reading at the level of which he is capable and is advancing rapidly, falling to his task with initial enthusiasm.

The teacher will find that this chart creates interest and helps the child to see his daily progress. It also encourages early advancement to the library which is an indispensible means toward further achievement and is excellent in fostering lasting motives.

Preparing and Operating the Library (refer to picture page)

(1) The library chart as shown in the picture is set up on one section of the wall. The road leading to the stairs is a long piece of brown paper. The chart shows a wooden staris being used, but a cardboard one would do. The airplanes are made of various coloured art paper. Cardboard numbers are placed along the top of the road and on the stairs and airplanes.

(2) The teacher prepares library cards for each child. These consist of long strips of cardboard about three inches by nine inches with the child's name at the top. She lays these cards away until a few children are ready for the library.

(3) A well stocked library is essential. It must consist of books with various ability levels. Every primary room must have a good stock of beginning books. The teacher then grades and divides the books into sections labelling them as Easy, Hard, and Harder, so that the children will know when selecting their books to take a book from the section in which level of reading they are.

All children do not begin library experiences at the same time. Perhaps five out of twenty-five will be ready at any one time and by ready, we mean that they will not have to be given any help in the mechanics of reading. At this point the library becomes the highlight of the reading program.

When a child is ready for the library the teacher selects his first books until he becomes familiar with the various books. Let's say his first book is Fun With Us. She prints the title of his book on his card. She slips the card into his book and asks him to keep it in the book at all times. There are three reasons for such a request. Firstly, the teacher will find it easy to tell whose library book is on her desk by the name on the card and can call the student to her desk to read while the other children do purposeful seat work. Secondly, this card also helps the teacher to select the child's next book knowing what type or level of difficulty to give him by glancing at the title of the books already printed on his card. Thirdly, the card being placed in the new book each night keeps the parents informed as to the child's advancement in the library. If the card becomes lost, the teacher may make another one but does not put down all the titles of the books mentioned on the original card. She merely records the name of the child and the number of books he has read. She can get this information from his personal record books. As soon as the children are able to select their own book they do so and slip the card into the book and place the book on the teacher's desk. Children take their books home only at the end of the day. Therefore, the teacher has time through the day to get the titles printed on each child's card. Much can be accomplished in a short time when a systematic way of doing things is set up.

Those children who have read their library book at home arrive at school approximately fifteen minutes early to have the teacher check the reading. Checking is done by listening to the child read several sections of the book and by judging his answers to several questions. If his performance is satisfactory the teacher indicates this and the child then prints the name of the book in his personal record book which hangs prominently under the reading road. He learns that book titles are capitalized. He then selects a new book, places his card in it and leaves it on the teacher's desk to be picked up at the end of the day after the teacher has written the title on his library card. The same process is repeated day after day.

The cardboard dolls representing each student which were made for use in the library are a great motivating device. Each doll is expected to get on the reading road which leads to the magic stairs which ultimately leads to the stars and the planets by means of various types of aircraft. Each book read by the pupil and checked by the teacher is the signal to move the doll to the next road sign. Such devices increase and magnify the child's goal in reading, and furthers the aim of the teacher, which is to make reading desirable to every member of the class.

At the stage where the race has ended and all the children, fast, average and slow, are reading library books, the question arises: How does one teacher check all library reading? Before arriving at this stage, the teacher was somewhat concerned as to how she would manage to hear all the reading of all of the children. However, she could see that as the eager throng of children walked in with books under arms, not just five or six children but twenty or twenty-five of them, a new method of checking books had to be devised. (It was not until the teacher discovered this fast phonic approch to reading that she was faced with this problem.) With the slower children in particular needing an audience situation the teacher began listening to the oral reading at 8:45 A.M. The teacher and the children together discussed the problem of checking out the books. The teacher suggested that Tom and Dick could listen to one another read. Promptly two of the girls with similar reading backgrounds offered to listen to one another's oral reading. In a very short time there were twenty-two or twenty-four children arranged in groups of two. This left the teacher without a reading partner. This gave her an opportunity to choose a small group of two or three children to come to her desk to read for her. She chose pupils who needed a teacher's help most. They were delighted that the teacher was to be their partner, so now the whole class was sitting in pairs on the floor or anywhere they chose. One child would read three or four pages of his library book and then the partner would take his turn and do likewise.

That children who read a variety of material in the library have an almost irresistible desire to share and communicate was proven to the teacher one morning. While listening to a reading partner and watching so many little pairs of heads bent over their books, the teacher heard some interesting remarks. "Oh, you should hear what it tells about submarines here!" While he thumbed through the pages the other child said something not quite audible. Then the first child said, "Don't you know what a submarine is?" "Oh sure," was the reply. "I was just asking you if I may have that book to take home tonight". It was thrilling to see the two of them enjoying the reading discussion, forgetting that they were merely checking each other's books. With such participation in reading, comprehension was no problem. Sometimes children volunteered to tell the class what their book was about and asked if they might take two books home instead of one. Because the teacher was involved in festival work she suggested to the children that they should not take any reading home for just one night, but they gave so many good reasons why they must take some reading home that the teacher's suggestions were overruled. Once you get the reading program into the library stage it carries along on its own momentum.

The Slow Achiever and the Library

The slow achiever does not become discouraged because some of his friends are moving ahead of him. A friend may be ten books ahead while the slow achiever is still playing the initial card games which embody the rules and the skills, mastery of which will give him the coveted passport which will open the way to success and achievement and perhaps let him catch up to his friend. In the meantime, the friend finds time to play cards with the slow learner for it is essentially fun. Children enjoy helping and now instead of only one or two helpers, the teacher has a whole netword of helpers eager and ready. Almost immediately the faster learning children emerge to leadership in the Activity Game set up. The children learn the rules of the game, as well as fair play and co-operation.

The attention span of children is surprisingly long. No discipline problems arise. Among other surprises experienced by student teachers was that when the recess bell rang the children begged to carry on without recess. School work being presented in the form of games eliminated the need for the usual unsupervised recess relaxation.

The Library and the Teacher's Timetable

Before 9:00 A.M. the teacher hears as many children as possible read their library books. She also hears a few read after 9:00 while the rest of the class does purposeful seatwork. Some of the children may still be selecting library books. The teacher calls up one child at a time of the ones whom she has not heard. This is when the teacher has an opportunity to work with the individuals daily. Children at their seats may study a nursery rhyme, underlining basic sounds, marking syllables, circling rhyming words, etc.. These rhymes are put upon an easel. The next day while the teacher hears children read their library books the other children are permitted to print into their nursery rhyme book the memory verse studied the day before. This becomes a special book to them. Many children are able to print the verse from memory without the help from anyone. In order to receive a seal, every word must be spelled correctly with no help from anyone. This type of work is given about the middle of November.

Many children read as many as 200 to 300 books in the year. The number of books vary according to each child's ability. All learn to read. The slow achievers may read fifteen to twenty books. Sometimes we have one or two children who read only seven or eight books. They all succeed in getting on the reading road.

Chapter Eight

THE TEACHING OF SPELLING

Spelling, an Integral Part of the Blended Sound-Sight Method

Does the Blended Sound-Sight Method teach spelling? Emphatically yes. Spelling is an integral part of the language arts. The spelling program instructs the children in learning to spell and print words as early as the fifth week of school. It helps the child to reason using the spelling rules rather than to memorize presented words. The development of good spelling habits requires that the child be supplied in the early weeks of school with basic tools so that he can learn to attack unknown words both in spelling and in reading. Because basic sound tools such as ai as in rain, ow as in yellow, are taught the very first days of school the child soon learns to discover for himself that if ai sounds ā in rain it will also sound ā in explain. The transfer of learning is fast. The child becomes skilful in identifying basic sounds and is able to unlock a few new words on his own. We must remember of course that these children have learned to sound and print all the letters of the alphabet in the first three weeks of school. This, along with the instruction in identification of basic sounds and application of rules aids in the spelling progress.

First Spelling Procedures

Informal spelling is begun as soon as the children can print and sound all of the alphabet letters (approximately three weeks). The teacher sends the class to the board. She says: "Print the letter that this word starts with, 'baby'." They may print "b" or "B". She may say, "Print the word 'Dick'." The children may respond by printing it thus, D ick. They are trained to think of the initial consonant D and the basic tool sound ck. They underline the sounds to help them to remember. This is a good time to stress the importance of capitals. Children have been playing word-cards using phonic rules for a couple of weeks and have become familiar with the ck sound and can tell that it comes on the end of words. Nothing is mentioned about vowels for a few days. Another day the teacher may send the children to the board and ask them to print the three "r" sounds (er, ir, ur). Of course this implies that they have been taught these sounds through meaningful and interesting situations where words such as father, mother, bird, purple, etc., were used. The children must concentrate on the three "r" sounds that they have printed while the teacher says, "Put your finger on the er that comes on the end of words." The class respond by pointing to the er. The teacher says, "Find the ir that comes in the word bird," and the children will point to ir. Again, the teacher asks for the ur that comes in purple and purse and church. The children point to the ur sound. Children enjoy action. If any child has difficulty with any of these sounds he is to refer to the chart on the wall which was placed there when the lesson on social studies and science was taught. Previously children were taught that there are so few words which contain the ir and ur sounds that it is best to learn the words which contain them. The children see the reason for this and quickly respond. To make the task easier for the children the teacher had given them a couple of sentences to learn, sentences which contain the desired words. It is well to establish firmly in mind words containing these particular sounds so that children will never be confused with br and bir. Knowing the difficulties that a child may encounter the teacher provides solutions by teaching accordingly. If science lessons have been taught then the children will be familiar with words such as trees, roots, leaves and since the teacher has made the habit of putting these new words on cards after every lesson taught, underlining their basic sounds as shown above and has placed them on the table (the Activity Table I) at the back of the room where children may play the cards together at any time of the day, then these children will be very familiar with these science words. The children enjoy printing new words in the informal practice periods if the teacher desires it. An early snowfall may bring about another new spelling word. The importance of teaching words which have immediate interest cannot be overstressed. When the children were asked to print snow, some printed it thus, snow, while others printed it snow. If consonant blends have been mentioned in the teaching of poetry the faster achievers will apply this knowledge by underlining the sn. Blends are taught as the need arises. The teacher may ask what the ōw sound is. Some children will remember what they were told the first day of school when the colour game was first played. They will remember the lip formations, such as in the word "yellow", so they will answer, "It is the same sound as in yellow". The teacher may like to test them on the words trees and tree to see if they remember that tree meant one tree, and that trees meant more than one tree as it was explained in the science lesson. It was during the science lesson when leaf and leaves were taught that the children learned that the v never goes along. Phonics was taught indirectly in the science lesson. Now the phonics is being applied and reviewed in the informal spelling period. This is an example of phonics being tied into another subject.

Summary of teaching informal spelling

(1) Sounds and rules of phonics are taught when and where they are needed.
(2) To spell a word a child applies the same simple rules that he uses to attack new and unfamiliar words.
(3) The child sees the reason for using these rules. He does not have to guess when he has to spell a word.
(4) This method far outweighs the sight method of framing the parts of words that are alike and asking children to remember what the ending looked like without giving them something to help them to remember.

Selection of Spelling Words

The first words used for spelling are the pre-primer words. The children are interested in and familiar with the pre-primer words so they are the logical words with which to begin spelling. These are the words they will soon be putting to use in sentences and stories. The pre-primer words will present a variety of phonetic and non-phonetic words. Children must be made aware of the fact that all words are not phonetic. This gives them an opportunity to learn rules about both types, particularly in the more formal spelling lessons later on.

Many words other than reader words can be presented for study. Words learned in science lessons or poetry lessons, words such as roots (as in the science lesson), ribbon (as in the poetry lesson) may be used. These are more interesting to the child as spelling words because of their use in real learning situations.

Spelling lists materialize naturally. Spelling becomes a pleasure because meaningful words are a part of the child's own experiences. When formal spelling begins it will include lists of words that have been selected for the purpose of teaching a number of spelling rules. These are words taken from the Ayres list and will include mostly phonetic words.

As classes proceed the spelling words should advance in difficulty. A few challenging words should appear in every week's list. As an example of how new word lists develop: The class had seen a television show on, The Plains Indians. They enjoyed it very much. After discussion of the show many children wished to draw and write an account of what they had seen. In the marking of the stories the teacher discovered spelling mistakes of such words as buffalo, Indians, etc.. Children have been trained to think and spell by applying the spelling rules to new words they wish to use in their written stories, rather than to ask help of the teacher.

If good spelling habits continue children will just naturally say as did these children, "We will put buffalo and Indians on our spelling list for next week." The habit of correcting spelling errors in all written work by the children themselves will carry over into subsequent grades.

Procedures in Formal Spelling

By the time formal spelling is begun the children have had a great deal of varied reading experiences. They have read two pre-primers, and a few children have begun reading in the library. The two Activity Table set-ups which have been previously explained have given many children experience in discovering how words are built, analyzing them thoroughly and reviewing them through the exciting and motivating game activity, therefore the transition to formal spelling is easy. The only adjustment the children have to make is to the new word "spelling". They learn that it is a time set aside for analyzing words still further, and learning new spelling rules. The children have acquired healthy attitudes and thoroughly enjoyed the word study periods around the Activity Table. Now that they see a similar study set-up, they meet the new learning situation with pleasant anticipation.

Twenty-four words make up the list to be studied for the week but this may vary as the time goes on. These words are printed on large pieces of paper and hung where every child can see them. Each child has his own spelling book in which he prints his new words each week. A second book is used for spelling sentences. Spelling sentences means that the children are prepared to print their own original sentences without the help of anyone. They are trained to spell any word they wish to use. Writing spelling sentences is the first step in written communication. This is why we say that speaking, spelling, printing, reading and language are taught as related parts of a single subject. The children know what sentences are because they had been printing sentences rather than just words in their formal printing lessons.

Sample Spelling Lists:

First List				Second List			
Reader Words		Ayres List		Reader Words		Ayres List	
Dĭck	gō	mē	ĭs	Mŏther	Spŏt	thē	bĕd
Jāne	down	ăt	căn	Făther	fŭnny	do	talk
Săllÿ	mÿ	ănd	rŭn	lo͝ok	play	now	hē
Ōh	Tĭm	ĭt	see	cŏme	baby	măn	wē
ŭp	Pŭff	shē	bē	jŭmp	you	tĕn	nō

Spelling Procedure

MONDAY

1. The teacher asks a child to pronounce the last word in the list. The child responds by saying, "Puff".
2. The meaning is established. (In this example it is self evident).
3. The word is used orally in a sentence, preferably by the student.
4. The word is analyzed.
   - a) If the word has a capital the class is told why.
   - b) The teacher asks, "Is it a onebeat or a twobeat word? (syllables have been learned early in the year during the teaching of seasonal poems; the end of September). The children respond, "A onebeat word".
   - c) The teacher asks for the spelling rule. A child responds, "In a onebeat word the 'f' doubles". The teacher underlines the ff's in the word Puff to remind them of the rule.
   - d) If there are exceptions to the rule it is mentioned to the children. Since vowels are taught at the end of the third week of school they may be used to help the child to remember his words. The vowel may be marked thus: Pŭff.
   - e) The children close their eyes and visualize the word while the teacher asks:
     1. How many letters has the word?
     2. Is the 'puh' at the beginning or at the end of the word?
     3. Is the vowel short or long?
     4. Is it a onebeat or a twobeat word?
   - f) The teacher carefully pronounces the word Puff and asks the children to print it in their spelling books.
   - g) After they print the word they look up at the list of words and correct any mistakes they may have made.

If the next word to be studied is 'made' and the silent e rule has not been taught, the teacher will proceed to teach it by placing other words on the board such as rode, cute, ride. As the children look at these three words they see that they are built in the same way. Of course the children have been taught the long and short vowels before formal spelling begins. The teacher gives the rule such as, when the e is on the end of words it makes the middle vowel say its name. She prints 'made' on the board and draws an arrow to emphasize the meaning, thus: made. The children repeat the rule with the teacher saying, "When the e is on the end, it makes the ā say ā. They proceed in the same manner with the word 'rode': "The e on the end makes the ō say ō. Again, with the word 'ride': "The e on the end makes the ī say ī: ride. The teacher proceeds with her instruction by saying: "Watch what happens when I drop the e or let us say that the e runs away. She puts these same words on the board without the e as, 'mad', 'rid', 'rod'. The children discover that made becomes mad; cute becomes cut; ride becomes rid; and rode becomes rod. The teacher directs them to see the similarity of word structure. They have acquired a new insight into words as they have learned a new spelling rule. The teacher sets the stage for the learning by using an inductive approach which enabled the children to see the common features in the spelling of several words.

During the spelling lesson the children's vocabulary has been enlarged. Instead of learning how to spell the word 'made' they can now spell many words of the same pattern. Words introduced and studied in an interesting manner can be most exciting and very enjoyable. Another type of word to be studied in a spelling list might be a word such as 'truck'. In this case the tr would be brought to attention as a consonant blend and then underlined. The short sound of the vowel would be marked. The ck would be underlined. The faster achiever might say instead, "With a short vowel sound you put ck." Constant repetition in both reading and spelling makes the learning of these rules easy and certain. After the twelve words have been studied the teacher sends the children to the board to give them a change of position and to enable her to observe any difficulties the children may be having as they print the words. What does the teacher do about these individual problems? As the class proceed with their spelling sentences the teacher will give individual instruction to those who need it.

TUESDAY

On Tuesday the same procedure will be carried on in the teaching of the next twelve words. Children will be asked to take their spelling books home Tuesday, Wednesday, and Thursday nights and print on scrap paper each one of the words at least once, underlining the basic sounds or vowels as they had been taught in the spelling period. (Parents are interested and amazed at what these six-year-olds can do in so short a time.) Spelling homework is not compulsory but at this age, is a delightful experience for children.

WEDNESDAY

On Wednesday in the regular spelling period the teacher sends the children to the board. She dictates the words one by one guiding and instructing them to underline the basic parts of the words and give the rules when necessary. Many times children offer the rule without being asked. The slow learner thrives on the repetition necessary to learn the rules. It may take the fast achievers only a month to learn all the rules. It may take the slow learner all year to learn the same rules. If the slow learner is able to accomplish at the end of the year the spelling of an average number of words by using the spelling rules he will be making better progress than faster achievers who are not taught to use the spelling rules.

THURSDAY AND FRIDAY

Wednesday and Thursday are practice days. Children make up sentences using the words from the second spelling list. On Friday the teacher dictates the twenty-four words to the class. Slower achievers are given two slips of paper. One list of words is easier than the other. They are more phonetic. The slower achievers are expected to do only the one list of phonetic words, but they are given the opportunity to try them all. The Blended Sound-Sight Method draws no hard and fast lines between groups of children. Slower children are given fewer words so that they may feel the joy of success and win a star. The faster achievers are expected to do all the words. When twelve words have been dictated the teacher waits a moment until the slow achievers put their list of spelling on the teacher's desk and use the other piece of paper to try the spelling of the last twelve words. The slow achievers understand this procedure because the teacher has made it clear to them. They begin to think it is fun to try to get the next twelve words right. There is even a pleasant competition among themselves to see who can get the most words correct.

Someone may ask, "What does the teacher do with the second list of words which the slow achievers have tried?" The teacher files these papers. They show her how many extra words the slower achievers can get correct each week. In this way the teacher may keep an accurate weekly check on spelling progress. Sometimes there is a marked improvement. She notes the different types of errors. This enables the teacher to know in which areas to re-teach.

A Summary of the Spelling Procedure

Monday

The Ayres spelling list of twelve words. Chalkboard practice.

Tuesday

The spelling list of twelve words from subject matter such as reading, socials, science, etc. Chalkboard practice.

Wednesday

Chalkboard practice and spelling rules. Children compose sentences using the twelve words from Ayres list.

Thursday

Chalkboard practice and spelling rules. Children compose sentences using the second list of spelling words taken from subject matter.

Friday

Test.

Spelling Memorandum

1. Children should be taught a routine in spelling.
2. Be consistent in procedures.
3. Spelling consciousness is one of the most important aspects of the spelling progress.
4. Children should be encouraged to keep lists of troublesome words. These may be words that have been misspelled in any kind of written work.
5. Testing by the use of diagnostic tests. (as shown below)

Words given	Blends	Consonants	Vowel errors
		Initial - final	
green	gr	n	ee
Bed	B	D	e

Testing

How may we know if we are challenging our faster achievers in spelling? In order to make sure that the spelling words are sufficiently challenging it might be wise to give the children forty or fifty in a test. Mark the papers and note the number of students who get all or most of the words correct. If there is a large percentage of pupils who get most of the words correct there is little value in continuing to use those particular words for study. Tests made up of words which have not been taught gives a truer picture of the child's spelling ability.

How often should teachers test pupils in spelling other than the weekly Friday spelling, and what words would be considered suitable for this purpose?

Tests containing forty or fifty words not taught can be given weekly. One week the test might be words contained in the reader on the unit that has just been completed by the class. Another week the words might be those which the children spelled wrongly in their written language work (written stories). Words such as 'equation' might be included since it is related to the child's mathematics. It has meaning and interest and is challenging.

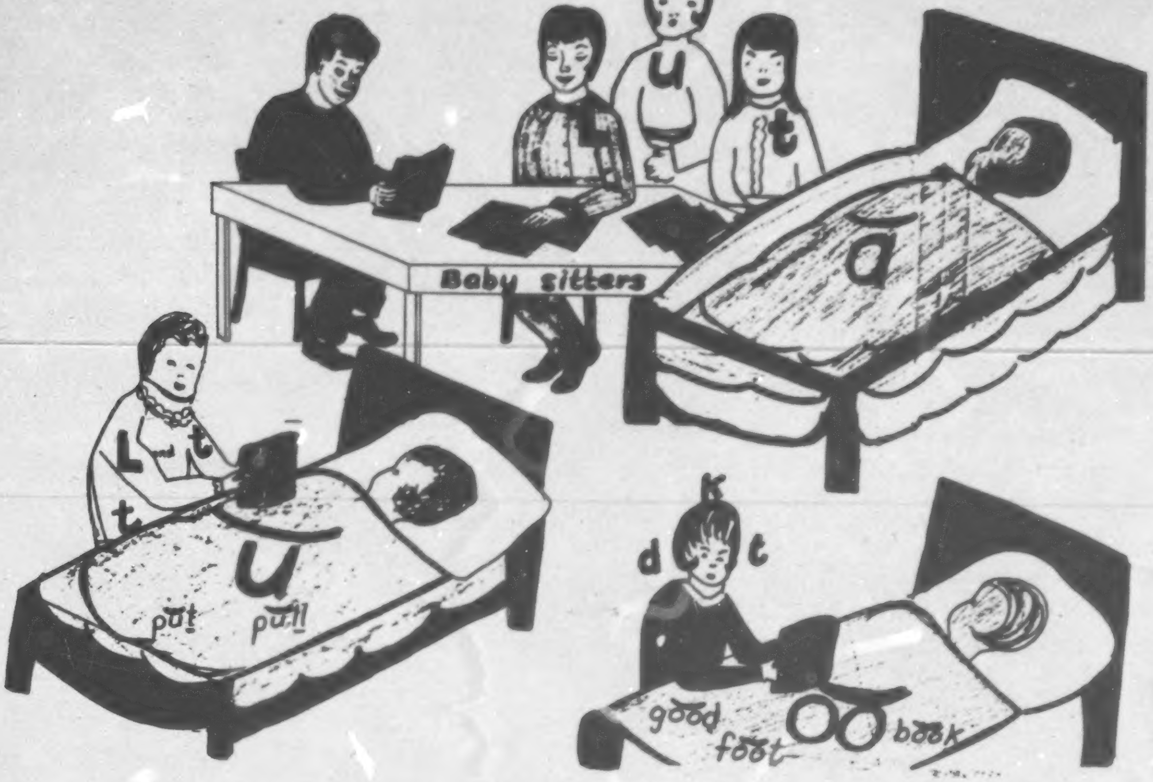
SPELLING RULES

The following rules are taught in the formal spelling lessons and wherever the need arises. Syllables are taught in poetry before formal spelling begins. In the beginning, syllables are referred to as one-beat and two-beat words. As the child gets used to this the teacher begins to use the word syllables.

1. The "q" never goes alone. It is always "qu" as in queen.
2. The "v" never goes alone. It is followed by an e as in leave and have.
3. The "u" never goes alone on the end of words as in blue.
4. The "c" says "cuh" and usually comes at the beginning of words except for a few exceptions: kite kick kill.
5. When the "g" is followed by an e, i, or y, it sounds like j but you put "g": cage.
6. When the "c" is followed by an e, i, or y, it sounds like s but you put "c": face
7. The vowels "a, e, o, u", usually say ā, ē, ō, ū, at the end of a syllable: ōpen mūsic bāby.
8. In a two-beat word the "y" says i at the end of the word: baby, Sally Daddy. (Children can be told that the y says ē in a two-beat word, since this is the sound the child hears as he says it).
9. In a one-beat word the "y" says i at the end of the word but you put y: my by.
10. There are five kinds of silent "e". Knowing the vowels, the children will by now, apply the silent e rule with ease. Thus they learn the rule and enjoy saying it in unison. They say "The e on the end makes the i say ī". Again the word rode: "The e on the end makes the ō say ō". Make: "The e on the end makes the ā say ā." Cute: "The e on the end makes the ū say ū." Pete: "The e on the end makes the ē say ē."
11. The "l" is followed by an e in a two-beat word: table, purple.

12. The silent 'e' on the following words have no job and thus are referred to as the lazy e as in come, are, house.
13. The "or" may say "er" when w comes before the "or" as in works. The word early is an exception to the rule.
14. The "si" is used to say "sh" when the syllable before it ends in "s" - session.
15. The "si" says "zh" as in division.
16. Words of one syllable (like, get) ending in one consonant which have only one vowel before the last consonant always doubles the last consonant before adding an ending that begins with a vowel: getting. We call this the one-one-one rule.
17. Words ending with a silent "e" drop the "e" when adding an ending that begins with a vowel (these rules may often be shortened for Grade One pupils by saying the "e" doesn't like the "ing" so it runs away when "ing" is added) - hoping, having, making.
18. Words of two syllables like "begin" where the second syllable "gin" is like "get" having one consonant at the end and one vowel before it, also doubles the last consonant before adding an ending that begins with a vowel if the accent is on the last syllable - beginning.
19. In a one-beat word the "f"s, "l"s and "s"s double - mess, puff, will.
20. A vowel may say its name if followed by two consonants - ōld.
21. When "full" is added to another syllable as in beautiful we drop one "l".
22. S never follows x. There is an s-sound in x, such as (ks).
23. L used in a two-beat word is not doubled - always, also.
24. Dge is used with a short vowel sound - hĕdge.
25. To make cry become cried we change the "y" to "i" and add "ed".
26. To make baby become babies we change the "y" to "i" and add "es".
27. To make cry become cries we change the "y" to "i" and add "es".
28. In a one-beat word with a short vowel sound we put "ck" at the end of the word - blăck.
29. In a one-beat word when a consonant comes between a short vowel sound and the ending we put "k" as in bank.
30. Where a consonant doubles in a two-beat word the consonant in the second syllable is the only consonant that can be heard - getting.
31. If the vowel in the first syllable has a long sound the following consonant is not doubled - baby. (The more advanced rules are used with faster achievers).

wall autumn was what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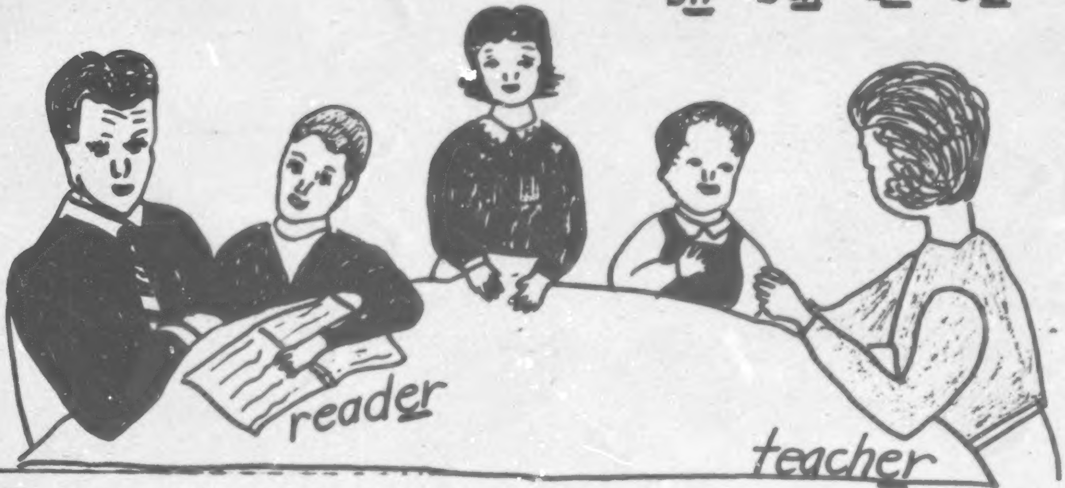

reader
teacher

Mother Father sister brother

er says "r" "sound" and usually comes at the end of words.

Mother was a nurse who went to church with a purple purse.

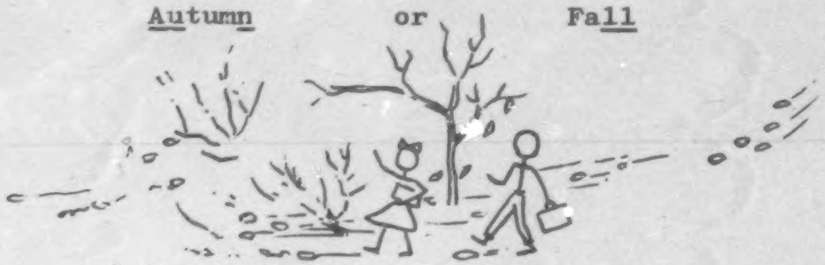
establishing ur words.
ur words needed in early part of yr.

Chapter Nine

TYING PHONICS INTO OTHER SUBJECTS

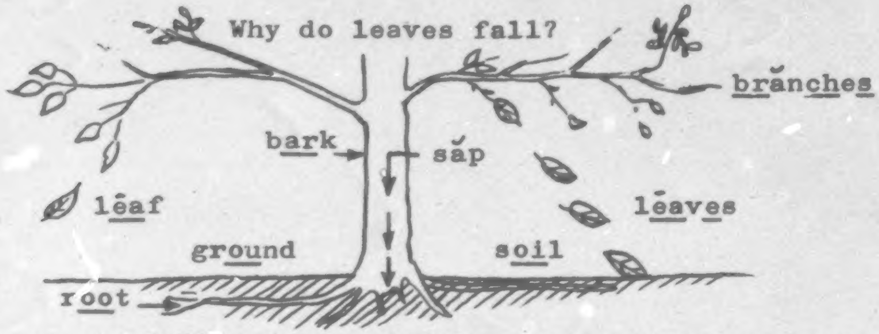
Science in the Fall

This is begun the fourth week in September. The lessons are taught as the situations arise. For example, when the children come to school with their hands full of leaves, that is the time to teach the lesson on Autumn. Lessons taught in this way are self-motivated.



We start to school in the Fall

How Trees Prepare for Winter



The lesson is followed by a little verse which has been printed and placed on the easel. The children say the words and then sing them as they float lightly around the room, twirling about to represent the falling of the leaves.

Down, down, yellow and brown,
The leaves are falling all over town.

The children become stimulated to draw these trees as they see them. It is more interesting to them now, since they have learned the basic principle of why the leaves fall. With the ability each child has, along with his previous training, he only needs to apply it in order to identify each of these science words.

The children are given the opportunity to turn and look out the window at the trees. The words are printed on their pictures.

Other Science Lessons

Fall is here
See the yellow leaves
See the red leaves
See the many coloured leaves.

Seeds

We see seeds in the fall,
We see fruit seeds, tree
seeds, grain seeds, weed
seeds and vegetable seeds.
See the seeds fly.
Seeds can ride too.

Birds Fly South

Birds fly south in the fall
Birds like to go where it is warm
They fly south to get food.
Ducks and geese fly south too.
What other birds fly south?

This is an opportune time to teach the third sound for the letter a as in fall.

Health (with the aid of the film)

Before a film on health foods is shown the children must be helped to understand the purpose of listening. This requires a class discussion before the film. Many questions will arise.

After the film, most of the questions can be answered.

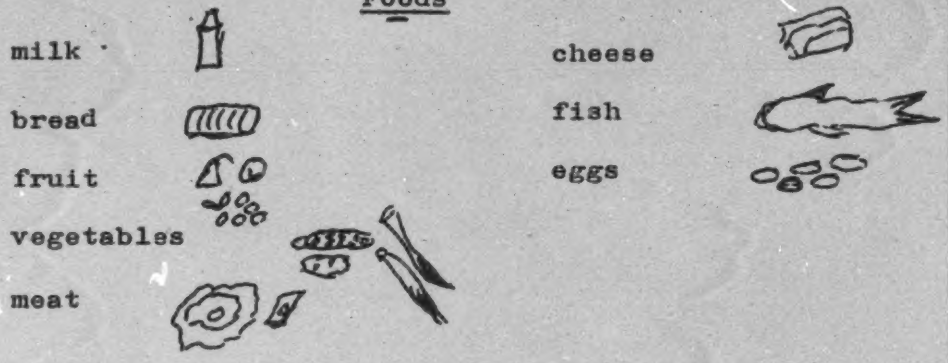
In the film, the children learn that there are many foods that children should eat to be healthy. The teacher prints these words on the board as the pupils present them to her, and underlines their basic sounds.

A follow-up is carried out by making a poster and letting each child participate in bringing pictures.

Before the lesson is finished, the children take turns finding the words that the teacher may call out. She may say "I'm thinking of a food that starts with m. (Sound it). Who can find it?" Or "I'm thinking of a word that starts with ch." Of course you will get the response, "cheese". She may say, "Find a food that has an oo sound." They usually enjoy this so much that the teacher can continue in like manner through the whole group of foods.

Posters such as the following should be hung in conspicuous places in the room. The teacher refers to the poster underlining the three oo, ui, ew sounds which are contained in the sentences on the poster.

Foods



Eat a variety of foods. Eat fresh fruit every day.
Chew your food well.

Social Studies

Our Family

The children and teacher discuss the importance of the family, and the fun they have doing things together. A picture can be shown of the reader family.

Sentences about the picture are put on a poster or printed on the chalkboard.

The teacher's objective is not only to teach Social Studies, but to teach the three sounds, er ir ur and relate them to the lesson.

It is important to keep putting up new pictures and sentences on the wall for the children to read. A poster with sounds printed on it is advantageous. We want the children to establish these sounds well in advance of the use of br bir and pr pur so that there will be no fear of confusion. To help them remember what few words these sounds are found in, the teacher gives them a sentence, such as this: Mother is a nurse. She goes to church with a purple purse.

The third girl saw the first bird.

The children could bring pictures of different members of the family. A class project could be worked out with sentences such as:

Father, Mother, Dick, Jane and Sally are in the family.
Dick is Jane's brother.
Jane is Dick's sister.
Sally is a little girl.
Dick is a big boy.
The family work and play together.
They go to church together too.
Mother looks pretty with her purple dress and her purple purse.

Music

The following song, one of the radio broadcast songs, can be given as an example of correlating music with phonics:

How do you like to go up in a swing
Up in the air so blue?
Oh, I do think it's the pleasantest thing
Ever a child can do.
Up in the air and over the wăll
Till I can see so wide,
Rivers and trees and cattle and ăll
Over the country side.

Before the broadcast, the teacher sees that the words of this song are put on a large piece of paper so that all can see it. She underlines the basic sounds so that the children can identify the words on their own. She brings to their attention previous sounds learned and introduces new ones. She asks them to find words that rhyme and words that start the same.

When the broadcast begins, the children have a good start on knowing the words. Now they must listen and learn the tune. They sing and enjoy its swaying feeling.

When the broadcast is over, the teacher and children sing the song, swaying the body and holding the long sustained notes, making sure to sing sweetly and clearly on the vowels. After a few minutes of body movements the teacher begins to apply the music to the phonics teaching, which they have just been learning. She reminds them of the lesson on blends. They have learned that mother buys blended juices in cans, where two juices are put together in one can and it becomes one kind of juice. Therefore, they find it easy to understand that two letters of the alphabet can be put together and said as one. They find the words in the song with a blend, such as swing and blue. They stand and sing the song, swinging and swaying to the music, and watching and listening for the blends.

When the children are seated once more, the teacher discusses the silent e vowel which makes the vowel say its name. The children remember how the teacher taught it. In the word ride or wide, they were to say the first letter first, then quite loudly say the i as though they were on a slide, coming down on the d and stopping suddenly to give thought to the silent e. Since they were used to this type of practice, in holding the vowel, the teacher applies this to the music that seems to be written for this reason alone, so that the e vowel words could be practised in music, rather than just saying it.

The children thoroughly enjoy this method of holding the long vowels. This type of applied phonics is also excellent for the slow learner. He thrives on its action and repetition.

Teaching Syllables Through Music

In beating out the one and two-beat words, the children can use rhythm sticks. The class is divided into two groups. Group one beats the one-beat words while group two beats the two and three-beat words.

The first group is given opportunity to go through the song once with the teacher's help, beating out the one-beat words. The second group, with the teacher's help, also goes through the song, beating out the two and three-beat words. The two groups are then combined.

This can be done in poetry or songs.

Again, let me say, this is particularly helpful for slow learners.

Poetry

Poetry requires little or no introduction in the primary grades. The teacher is the medium through which the poet speaks to the class. She reads the poem with expression. She moves her finger along the lines of the poem in a flowing manner, so that the children may be able, not only to listen, but also to watch for basic sounds, many of which will be familiar.

Make sure that everyone is quiet before beginning to read. It is important to set the proper atmosphere. Read the poem in such a way that the rhyming words will stand out. Success or failure of a lesson leans heavily on the way the poem is read the first time.

Permit the pupils to read it with the teacher during the second reading. The teacher reads it again and then asks the children to listen carefully to see if they can tell what the poem is talking about. Read the poem for the pictures that it gives and let the children read the poem for sounds and varying moods.

After an interesting lesson, where words are brought to the forefront, a little time for phonics is taken by finding rhyming words in the poem and underlying basic sounds as illustrated in the following poem taken from Time for Poetry, Arbuthnot, (W.J. Gage & Co. Ltd.)

SEPTEMBER

A road of brown ribbon
A sky that is blue
A forest of green
With the sky peeping through
Asters deep purple
A grasshopper's call
Today it is summer
Tomorrow is fall.

Syllables may also be taught, by having the children clap their hands once for a one-beat word, twice for a two-beat word and so on. The success of many phonic rules depends on the children's ability to identify one-beat and two-beat words.

Having children hold their hands under their chin when saying words, thus feeling the movement of their jaw, helps them to accurately determine the number of syllables which the words contain.

Drama

Children are natural born actors. This talent may often be stimulated through poetry. Children learn that poems are musical, that they rhyme and tell a story which can often be acted out. A poem such as SEPTEMBER (used in the above section) may be taught first with emphasis on the basic tool sounds. The teacher then follows up the poem by having the whole class participate dramatically. A child wearing a brown sweater is designated to be the road. He will lie on the floor. A child wearing a blue dress may stand on a chair to represent the sky. Since the meaning of the word forest has been discussed, four or five children willingly become trees in the forest. They stand in front of the sky. Girls with dresses of the shade of purple kneel to represent the asters. There's always someone ready to be the grasshopper. As the children recite, each plays his part. The last two lines can be said by three or four children.

Mathematics

The better we teach phonics, tying it into every subject, the more efficient the child becomes in all his subjects.

The child is taught how to work out various types of equations. The terms equation and parenthesis are used freely.

The child may be given questions such as:

1. Complete the following equation:

   $8 = (2x3) + ?$

2. Find the 4s by putting in the parenthesis. $1+2+1+2+2$

   The child would proceed to do it thus: $(1+2+1)+(2+2)$

During the printing lessons, the child learned that the q never goes alone. As the child meets the new word "equation", he applies the learned rule and attacks the word. If he has not been taught that ti says sh, the teacher will proceed to teach it. Phonics applied when the need arises, makes the learning interesting, meaningful and permanent.

Chapter Ten

WRITTEN COMMUNICATION

Integrating the Language Arts (Reading, Writing and Spelling)

In this fast moving age, as indeed in all others, communication between individuals, groups and nations depend upon the use of language, spoken and written. A very young child soon finds that his first spoken words are more satisfying, exciting and effective than gestures, cries, or even smiles, and so by listening, effort, and continual practice he learns to talk. Day by day through using his power of hearing and speaking, he is able to communicate with others. Until he comes to school, spoken language is about the only means of communication that he can use, although his experience with books has indicated to him that there is a magic world of printed or written symbols that so far he knows little about. In Grade One he is led into this wider field of communication through the teaching of reading, spelling and printing, until he becomes able to write sentences and stories. Just as the young child seemed naturally to learn to talk so the six-year-old can naturally and joyfully enter into this world of written communication. It is the purpose of this chapter to describe how a teacher may prepare and guide the child for this happy and effective participation in the world of written language.

There may be some who would question the possibility or advisability of beginning written language in Grade One, but anyone who has seen a group of such young children writing stories with evident enjoyment and satisfaction has seen the answer with his own eyes. The contrast between this situation and the sometimes laboured productions in higher grades known as "composition" is very great indeed. It appears that if a child begins to use his reading vocabulary in writings of his own, at the earliest possible moment a unity is achieved among his learnings that brings both spontaneity of expression and skill in mechanics. In the same way that he "naturally" tried to learn to talk, he now "naturally" tries to write, but if writing is delayed until there is a wide gap between his reading and writing vocabulary, the spontaneity is lost, and written language becomes a difficult task.

Reading, printing and spelling then are all necessary facets of the production of written language. Printing is a fundamental tool, and spelling is both a necessity and an adventure. The teaching of spelling has already been dealt with, but it should be mentioned here that the child's progress in written language will depend a great deal upon his efficiency in spelling. If he is a good speller he will have freedom to concentrate upon what he wants to write, and will not be afraid to attempt it. Children soon realize that it is a pleasure to write stories when they can spell independently new words that they wish to use in their stories. A child whose spelling vocabulary is confined to a limited number of words which he has memorized is handicapped when he attempts to write a story. He must confine himself to words that he has learned, for all other words to him are puzzles and pitfalls. He will soon become discouraged, and decide that story writing is dull, uninteresting and not for him.

The desirability of having children read widely is so obvious that one hesitates to mention it, but it often happens that teachers may be so anxious for wider reading that they fail to make full use of the excellent material provided in the basal readers. These reader stories are so directly related to the child's own experiences that they provide ideal subjects for oral story telling, and the teacher may profitably use these simple stories as the starting point for guiding the children into written communication. The teacher helps them to see that these stories are like a little bit out of their own lives, children and grown-ups talking together, exchanging ideas, and having fun. If any clarification is needed, the teacher supplies it, and may also use dramatization of the story to encourage the children to express themselves freely. In dramatizing, the child will use words he knows, and the teacher may have opportunities to guide him to a better choice of words. All this preparation proves to be worth while, and the children themselves come to see the necessity for it. Guidance is beneficial; as the teacher helps to clarify concepts and reminds the child of the need for observing time sequence, and the importance of not revealing the climax too soon, she is helping him organize his thinking, as well as helping him to express himself effectively in written communication.

The question may be asked, "Do children write the reader story exactly as the reader tells it?" No and yes. The first stories will be very close to the pattern and wording of the reader, and even later a child may like to see how exactly he remembers the story and will reproduce it almost word for word. But it is typical of this spontaneous age group that they are very proud of their own ideas and very anxious to put them down. Before long they are adding to the conversations spoken in the reader story, inventing background incidents, and describing how things happened, often in surprising unusual wording. If the children are encouraged to express their own ideas in this way, it gives them an impelling purpose to write, and this is the first step to creative writing. We must do all we can to encourage ideas and individuality in these Grade Ones. When children have reached this stage, the teacher will suggest that they write about interesting incidents which they have read about in their library books. The teacher can suggest some books on the child's reading level which will provide more extensive reading along the line in which she knows the child is interested, but for a beginning the reader stories are very helpful.

The children's stories will vary greatly in length. Some children will write a page or more, others a half a page, and some a few sentences. Even the slow achiever is given opportunity and is usually able to print two or three sentences. A word of caution may be helpful here. If the teacher simply assumes that the slow achiever cannot do this, the child will accept this, believe it and be automatically defeated; he will not even try. But if the teacher extends opportunity and encouragement to him, he will respond and feel confident that his effort will be appreciated and so be on the way to successful achievement. A great deal depends on the attitude of both the teacher and the pupil.

Proper action taken at this age level is crucial. If a child knows that the teacher has his well-being at heart, he will do all that he can to please. A little praise goes a long way in helping the slow achiever. If he isn't able to write as many sentences to express his ideas in a story as the teacher feels he should, she can at least let him be happy in trying. The teacher should avoid at all costs any feeling of discouragement or disappointment in dealing with the slow achiever. These children must be made to feel wanted and happy, for their accomplishment and success often mirrors the teacher's estimation and appreciation of their efforts.

An important part of the language period is the time taken for discussion of the written work which the children have completed. These discussions are sometimes held with the group as a whole, but more frequently with the individual child concerned, since the teacher must suggest improvements and make corrections, and does not wish to embarrass the child, but corrections are very necessary. If children simply write and write time and time again without corrections being made, they will make no progress. It is important, too, that the corrections should be made soon after the story is written, the sooner the better, while the child's interest in his own production is still keen. Even making corrections on the day following the writing is not as effective. Unless the particular story is to be used for some purpose, the child's interest in it will have diminished noticeably. The teacher should constantly remind herself that if desirable habits of language are to be developed in young children, prompt, consistent and sympathetic correction of errors is a must.

The stories and writings composed by Grade Ones vary widely in all respects. A few stories will contain sentences of unusual interest or outstanding structure. One child wrote: "Down the street she hastened", rather than "She ran fast." Children who have read many library books will often appropriate and use words and ideas from them. As they continue to read widely, their experience broadens. It may be that a young child enters more easily into imaginative experiences than older children do. Sometimes to the teacher it would seem that nothing daunts them. A six-year-old prairie child wrote about "A Present from the Sea" which turned out to be a whelk! Other children may use their reading and skill in writing to follow up certain particular interests of their own.

However, a child who has been taught as described will welcome the opportunity to write. This child does not ask anyone how to spell words as he proceeds with his story. If he wishes to use a new word, he will apply his phonic rules which govern word analysis, and spell it on his own. This has been his method of training so he would not think of doing otherwise. His background of advanced phonics has also supplied him with information about exceptions to the rules; thus with no technical obstacles to hinder him, he can write his story, giving his full attention to its content. It is possible for Grade One children to become fluent writers by January or February.

Turn back the clock now once more to the time when the child was learning to talk, and think of how much observation and attention he must have given to the way other people spoke, how he was able to find out how to form sounds and combine them into words and how to get the meaning from these, even of abstract words. Now this same eager and energetic little individual is entering the world of writing and he still has keen powers of observation. He can be trained to use these as he reads, so that he notices punctuation, capital letters, and other points of correct mechanics. A child learns that if he is obedient to the punctuation when he reads aloud, being careful to pause with the comma, exclaim with the exciting exclamation point, and to raise or lower his voice with the question mark and period, he will draw a more attentive listening audience. He soon learns too, that these little marks that help him effectively in oral reading, are also effective in making his own story readable, and a way of telling other people how he wants his story to be read. Continuous and careful guided observation of written language, particularly in the familiar basal readers is the natural way for young children to learn the mechanics of writing.

Story Writing Begun Using Basal Readers as an Aid

Story writing begins in November. The children have been composing sentences in connection with their spelling words. After enjoying a story from the basal reader, the teacher may suggest that they could write on paper (not in their scribbler) some things that happened in the story.

The first attempt will be feeble but the children must receive praise for whatever attempts are made. Also, once story writing is begun, it must be continued consistently. Writing a story once a week would not be sufficient. The children should be given opportunity to write, at least every other day, even though the story may be short. Of course they will not write every story that they read. The teacher notices that one story particularly appeals to the children, and suggests story writing on that day, knowing that their interest will give them a strong desire to write. The wise teacher will know what story and what day they are anxious to write. Never at any time should a child be compelled to write a story. Children can only write when they feel an inner desire to do so. If the class reading has been enjoyable and the teacher has informally discussed the story with them, bringing out the main idea, the order of happenings (sequence) and climax (or surprise), they enjoy telling the story to the class. Since time will not permit each child to tell the story, he is given opportunity to write the story on paper. This provides motive.

Creative Writing

After a good background of practice in writing simple sentences and reader stories, where they could simply tell what they read, some Grade Ones learn to write book reports, and also enter into creative writing.

Creative Writing

Simple story writing as described above is a necessary prerequisite to creative writing. Children need first to be able to write with ease, and have the confidence that comes from experience and practice.

Creative writing must be introduced and fostered by the teacher. Every original idea contributed or written by a child should be welcomed with warm praise. An atmosphere of appreciation and acceptance encourages further effort. No matter how small or timid the child's own contribution may be, encouragement and praise from the teacher will give him confidence and he will try again.

It has been mentioned that many children add imaginative detail and conversations in their writing of stories based on the reader. This is creative effort, and a good foundation for further writing. But it must be remembered that no creative writing is produced from thin air; even adult authors need to have their imagination stimulated by something of fact, sight or sound that interests them. With little children the teacher is alert to provide suggestions as stimulus for creative writing. Perhaps a child enjoys a story book character, and the teacher may suggest that child tell what this character did on another day. Fanciful poems give the teacher opportunity to suggest lines of creative thinking. An example follows which may be used when the teaching of creative writing is begun.

The Little Rose Tree

Every rose on the little tree
Is making a different face at me.
Some look surprised when I pass by
And others droop, but they are shy.
Two others, whose heads together press
Tell secrets I could never guess.
Some have their heads thrown back to sing,
And all the birds are listening.
I wonder if the gardener knows
Or if he calls each just a rose.

This poem has interest and is easily understood. It is the type of poem that kindles imagination. The teacher deals with the poem as literature, bringing out the rhyming words, the beautiful pictures that authors can paint with words, and especially the wonderful, exciting thought that the roses on the bush were like people, little rose people ! The teacher says to the class, "Each of you have your own ideas. You have a picture of these different roses in your mind. I will leave the poem where you may read it. Use your imagination and write your story of the little rose bush."

Poems, pictures, library books, interesting words, and many day-to-day incidents or queries can be used by the teacher as stimuli to creative writing.

Occasionally a child will be so interested in something he has noticed or read, that he will say, "I want to write so and so," but for the most part the creative writing needs to be fostered by the teacher. It is not enough to give a child a piece of blank paper and tell him to write something. In such a case if the teacher received the paper handed in still blank, she would have had a fair return on her investment.

But creative writing is worth while. No human being is an automation, everyone has thoughts peculiar to his own personality, and a teacher who consistently and patiently encourages her pupils to think and write is helping to make them into worthwhile people.

Samples of Children's Stories and Book Reports

A Trip to the Moon

Deep in thought I sat down wondering what I could do that would be exciting. Well, I said to myself, I'm tired of living in this old house of ours, so I think I would like to take a trip to the moon. Quick as lightning I hurried to get a balloon. I filled it with air just like Dad fills his car with gas. I got a basket and tied it to the balloon. Before I knw (sic) it, the balloon was taking me up in the air. Up, up, up, up, I went to the moon. Higher and higher I went, with one leg in and one leg out, I was having an exciting trip alright. I turned quickly and caught hold of a cloud and pulled myself in. As I came close to the moon, I could see a funny man. I called out, hello may I come in? NO, ONLY SPOOKS LIVE HERE. O what shall I do, I exclaimed. Then I thought of an idea. I found a pin in my pocket, so I poked it into the balloon and plop, guess where I landed? I landed at home.

Lynn A Age 7

Make Believe

One day in summer I went to the flower garden, in the back yard. It was full of roses. They were making such funny faces at me that I nearly laughed out loud. Some of the roses drooped their heads. Maybe they were going to have a little sleep. I saw two roses putting their heads against each other I'm sure they were telling secrets. I was standing very close but I could not hear what they were saying. One rose looked very shy, or perhaps he was crying. I hope not. I saw another one that put it's face high up in the air I think he was singing. My rose garden is so beautiful that I think I will plant some more next year. Well I guess I had better go because you will soon be covered all up with snow.

Wendy - Age 6.

A Beaver's House

Do you think beavers are smart? I do. Imagine them building a house ! This is the way they do it. First they cut logs. Then they build the mound with sticks and mud. They also have two rooms. The first room is the front room. The other is the bed room. They enter their home under water so no enemies can see them. Sometimes they slap their tails on the water to warn the other beavers to hurry and get in the house. I wonder where they learned all this?

Bobby - Age 6

Let's Pretend

One morning when I got up guess what I saw? It had snowed and the yard looked like a big, big rug. Suddenly I had an idea, I'll go and call on Jane. Maybe she will come and play in the nice snow. I hurried over to Jane's place. Hi Jane will you come and play in the snow? I'll be out as soon as I eat my breakfast she said. Let's pretend the back yard is fairy land. We can sit down in the snow and make fairies. Now we will make a policeman to guard the gate. We don't want strange people in here. Just for fun let's put a club in his hand. Oh see that old stump with fluffy icing on it. We will feed this to the policeman. What is it? Don't you know? It's a cake. Oh you funny girl. Say Jane what will happen if the sun comes to visit us? I guess he'll melt. No I think he'll run away.

Lynn G Age 7

Chapter Eleven

GROUPING

In this chapter, I shall attempt to set forth my own viewpoint on the subject of "grouping". Of late years the term "grouping" has come to have a specialized meaning in the teacher's vocabulary. It refers to a system of classroom organization where pupils are divided into a number of groups, each group receives separate instruction from the teacher, so that each group advances at its own rate. This grouping may be used for all subjects or just a few subjects. In a Grade One classroom such grouping is usually employed just for the reading program, and the common practice is to have three groups. This means that the class progresses through the basal readers at three different rates, and the teacher teaches the lessons based on these readers three times. In my opinion this organized "grouping" has little merit, and the Blended Sound-Sight Method of teaching reading, while giving opportunity for individualized accomplishments and learning, does not employ "grouping" in the present day specialized sense of the word.

However, there are several types of grouping which it does employ which have proved to be very beneficial. At the very beginning of the year, as soon as the first words and basic sound tools have been introduced, Activity Table I (described elsewhere) is set up. Here all children may enjoy participating in the reviewing and reinforcing of the vocabulary already presented. The words have been taught in the previous interesting lessons and now have been printed on cards by the teacher and placed on the table. The teacher has underlined the basic sounds, and the children group around the table, say the words and give the phonic rule. Almost at once it becomes evident that some children, because of various qualities of ambition, industry, and capability are taking the lead and they are given additional scope for their learning at the Activity Table II. At the same time, the slow learner is still working to capacity through teacher continued motivation and also through the enjoyment he experiences through the play approach. It should be pointed out that these groupings developed naturally. The teacher provided interesting activities, and the children simply by participating became members of a learning group.

Activity Table II offers opportunity for children in the faster group to work together, engaging in intuitive thinking. These children respond to self learning and searching for knowledge to attack new unfamiliar words. This added enrichment is what the faster group needs. They need to be challenged to work to their capacity giving those who have an aptitude for self discovery an opportunity to benefit by it. For the slow learner it would permit a more expository mode of teaching and save such a one from becoming discouraged or frustrated by having the method of discovery thrust upon him. The teacher's task is to help each one to learn to his maximum, thus she provides grouping situations as has been explained above whereby a child can learn by doing, in learning situations with which each group is challenged according to its capacities. It requires ingenuity and foresight and understanding as well as deep concern for each pupil. In the above activities each child will naturally group himself where he feels he can work in a satisfactory way. All children are influenced and learn when there is a climate that provides for all types of learning activities.

It must be made available to them all, but they must not be pressured into it. With these types of grouping every child is given equal opportunity but unless it is organized and set up in this way it can be just a waste of time. Also there could be an active co-operation of pupil and teacher in a learning situation in which the student has a part in helping to gather ideas (particularly after they have become efficient at reading advanced material in the library). A case in point would be a class in the study of the beaver, in which there is a project under way regarding its habits of life. The teacher wishes to bring about as much individual activity on the part of the pupils as possible. The class as a whole, together with the teacher will formulate a generalization towards which study and decisions will be directed. A possible one would be the success of the beaver to survive depends on his surroundings. From this generalization contributing factors would be discussed--dam facilities, etc.. The point is, that in working out such a project interest would be aroused on the part of the students by making the situation as close to real life as possible, and to encourage children to discover still more information about the beaver. This would lend itself to a system of group study having the class divided into small groups each of which would deal with some part of the study of the beaver. The final outcome would be, the gathering of all this information by the participation of each person reading something about the beaver.

There is one type of grouping that is not included in the Blended Sound-Sight Method, and that is "classroom grouping for reading." It was a privilege to observe classes in several Grade One rooms. In one classroom the teacher grouped 8 or 10 pupils in a circle at the back of the room after which she had assigned two other groups at their seats with seatwork which was preparatory to their reading lessons. Her plans were to teach and hear reading for 15 minutes with number I group, then take number II group, and then number III. This meant that the number II group would work at their seats for 15 minutes. This might prove to be all right. However, let us look at the third group. They will have to do seatwork for 30 minutes without the help of the teacher. The teacher is going to spend three quarters of an hour or more on oral reading. What about the other subjects? And we must remember that in that hour, each group got just 15 minutes instruction. She proceeded to take up her lesson. Each group had a different reader (all that was different about them was that some of the words were slightly harder.) I watched the other groups at their seats. Some read for a couple of minutes. Some printed three or four words in their books. A few got out of their seats to get library books, but only thumbed through them and put them back. Others began cleaning out their desks. Another child sharpened his pencil but did not use it when he returned to his seat. A great number of them whispered, getting out of their seats to talk to their neighbour if they so wished. The teacher was kept very busy with one eye on the children at their seats and the other on the class she was teaching. She had to interrupt her class to speak to the restless groups. When the lessons were over I asked her why she had three groups and what were her objectives in so doing. She looked quite surprised and shrugged her shoulders slightly and said, "Well, that's what I was told to do. Then she asked, "Doesn't every teacher group her classes for reading?"

Too often this is the case, it's the fad, everyone is doing it. We should be more critical of what and how we teach. I then asked her what she felt was the value of grouping. She answered, "I group because some children do not know their words." Let us face up to the facts. No matter how hard this teacher was working and she was doing a good job with what phonics she was allotted to teach she would never be able to make them skilful in attacking new words on their own without more advanced phonics taught. Her reason for grouping was exactly why everyone groups. Was the grouping solving her problems? The children did not know their words. Why didn't they? Grouping for classroom reading is of little value when using the Blended Sound-Sight Method. Even if the Blended Sound-Sight system were not used, this type of grouping helps very little. During group reading, a few words are introduced. The child is limited.

Some teachers may say, "Oh, but we teach the child words, other than reader words, where he can put them to use in constructive seatwork." This is good, but how are these words taught? And how many words can a child learn by memory? Is every child ready for these words? Does the child play an active part in discovering new words? Is he given tools of learning. Or does he rely on memory? If he can't remember the words what does he do?

Would it not seem more feasible to instruct him as to how he could discover any number of words on his own if given these tools of learning (basic sounds and phonic insights or rules). The method of discovery helps the child to advance according to his ability and rate of speed, group reading has a tendency to be a stereotyped sort of teaching, where one or two words are presented when the teacher is ready with no concern as to when the child is ready. If the child is given the tools of learning he will have a desire to work on his own. He waits for no one to tell him what the words are. Reading in groups slows up the child's progress. He becomes a receptacle to receive information rather than a participant in his own learnings. Introducing one or two words daily to a class of faster achievers (for even faster achievers will range widely in achievement) is not very challenging, in fact it could be boring to this type of child. They could be discovering many more words on their own if given opportunity to participate in a climate provided for discovery.

The reading groups which we see in our schools today fall far short of providing for individual differences and variations of achievement. Their stereotype reading lessons and starvation phonic diets lack stimulation, interest and excitement. There is no vital progress for the faster achievers who could engage in intuitive thinking.

GROUPING VERSUS NON-GROUPING

First of all, let us find out why teachers group their classes in reading. (This is of course speaking of Grade One since this is the grade with which most of this book deals.)

They say they group because of variations of abilities. (They usually divide the class into three groups such as fast, average and slow.)

Does reading in groups meet individual needs? Are the reader stories so hard to understand, that classes have to be grouped in order to bring to light the depth of content?

Can these stories based on children's own experiences in life such as is related in the story of "What Sally Saw," contained in the Fun with Dick and Jane basal reader, be so difficult to understand? For example Sally called the tiger a cat saying, "Well it looks like a cat to me" and the hippopotamus looked like a big, big pig to her while the elephant was a funny animal with two tails. Could it be that variations in abilities would prevent children understanding and enjoying a story such as this? I think not. It would seem then, that this cannot be the reason for grouping for classroom reading.

When a few teachers were asked why they taught from a basal reader, invariably they said, "To increase the child's vocabulary." Is this the main purpose of the reader? Reading should be enjoyed. It should broaden and develop the child. Too often the reader is considered a book in which children learn new words, and when he knows all the words in the book, he is given another reader. How often have we heard it said, "Well he just can't go on, he can't read, he doesn't know his words." If he does know his words, he can progress to the next reader. There is so much more that can be done with each reader to expand a child's concepts, as has been explained in the language section, rather than putting him on into another reader.

A very vital question is asked. Why do so many children not know their words? As the teacher moves from group to group it becomes a stereotype sort of teaching (as has been previously mentioned) where the teacher does the talking and the child listens. She continues to give information, showing how some words end the same and sound the same. She may ask the child to give her the new word by referring to a known word. For example: ball, call, but if the child doesn't know the supposed known word, he fails to get the new word. She may draw to their attention initial consonants and endings, or she may ask them to look at the words "thank" and"truck" to see that they both have the same sound at the end of the words but are not spelled the same. They perhaps are asked to frame these endings. For example than$\boxed{k}$ and tru$\boxed{ck}$. In what way does this help the child? It is nothing more than bringing him face to face with a great problem and then giving him nothing with which to solve his problem, except to look at it and try to remember. The child can look at these words, compare them, but how does he retain this? He is asked to remember what these endings looked like.

Had the child been given a simple phonic rule which governs these basic elements the child would be able to remember why this was so, and be prepared to attack other words of a similar kind. Rules or insights give the child something to base his discoveries on.

What was the weakness of the above approach?

First of all, the child was asked to depend on his memory (brute memorization). This is one reason why a child may not know his words. If he can't remember he is moved to the slow group (what an easy way out for the teacher and what a let down for the child). A second weakness in this approach is that he was not given phonic rules which govern these basic elements, therefore if he couldn't remember what the words looked like, he must wait until he is told again. He has no possible way of discovering words on his own.

Group reading such as this lacks climate whereby the child can be a participant in his own learnings. Children must be given opportunity to discover, but without these basic rules he is limited. Those who learn by the discovery technique have an impelling desire to learn more. Self discovery is cumulative.

Reading in groups does not appear to solve the problem of variations in abilities, because all reading groups are taught in the same way. If it is the faster reading group the teacher provides a reader which contains one or two more difficult words than contained in the previous one. They have good memories so they can and will remember the words. The stories will vary very little in difficulty. The same instruction will be given to all. Again faster achievers are anxious to forge ahead but they must wait until the next day when the teacher will introduce the next two or three new words. Keeping children reading in readers does not solve the variations in ability problem. While the reader plays an important part in the child's reading program it does not broaden a child's reading skills.

In our present school systems, regardless of where we might observe, we will find children still reading in just readers until well after Christmas. Very little is done in preparation for getting the pupils into the library early in the year. It is reasonable to suppose that a starvation phonic program along with memorization, rather than an advanced phonic program based on insights or rules where children can discover words of their own, this type of situation will still exist unless a more flexible intensive and organized program is followed.

What about the child with the poor memory? Faster achievers will always learn by any method but how is the "group reading" going to help the slow achiever? If he can't remember he must remain in the same reader and in the same group until he can remember. What excitement or joy is there in this for any child? How is he motivated? Each day he is confronted with the same problems. The teacher who has taught two other reading groups that day comes to this group with not quite the enthusiasm that she would like to have, knowing what problems she has to face. All are given the same type of instruction (except in a different reader). The teacher listens patiently to each child read as he hesitates and waits to be told the next word.

The requirements for each individual are different. Grouping cannot take the place of individualized instruction. Even when the teacher does try to show Johnny how the endings of words are the same and how other words rhyme Johnny still can't remember. What would be the Blended Sound-Sight Method approach to this?

It does not teach reading in groups. It provides for individual reading (The Individualized Library). The Individualized Library is used along with the basal reader. It provides a step by step procedure that gets the child into the library early so that he can progress at his own rate of speed and ability to learn. This is one advantage over group reading.

Secondly--it provides an abundance of advanced phonics at the beginning of the year making it available to every child. This is accomplished by "We Learn by Doing" activities through the play approach, that gives slow,average, and fast achievers equal opportunity to assimilate what they can. The teacher acts as a guide to help individuals who need her. The child is provided with a climate that gives him opportunity to analyze words, learn phonic rules, and reinforce other learnings in ways which appeal to the slow achiever in particular, so that he can and will remember.

These climates set up situations that equip the child with tools of learning, giving him impelling desire to learn more. Slow and fast alike gain confidence. No child is limited in what he is able to learn. While some children may be reinforcing old learnings, others may be applying their known facts or knowledge to new and unfamiliar words using the discovery method which is particularly beneficial for faster achievers who engage in intuitive thinking. With this approach the child's vocabulary is very large indeed. Reading is thinking. The child must go beyond the acquisition of word recognition expanding his concepts as he reads if he is going to realize his reading potential. If a child has to struggle along with word recognition difficulties his comprehension and enjoyment in reading will suffer.

Children who have advanced to the individualized library have no difficulty with any reader word. This means that no grouping for class room reader reading is necessary. (All children, fast, average, and slow will have advanced to the library before the first reader is given.)(October).

How is the reader used? It is used to expand concepts. It is to be enjoyed by the class. It is used in many other ways for which it was intended rather than simply a measuring stick to see if a child knows his words.

What is the place of the basal reader in the reading program?

There has been much criticism of our basal readers from many angles. One thought is that the present readers lack interest and if we could only get more interesting readers, then every child would be able to read. This is an encouraging thought, but one wonders how any book, however interesting, can give a child power to read.

We can sit in the best constructed up-to-date, interesting, comfortable, expensive vehicle that can be procured, but if there is no driving power (the engine) we will get nowhere. Similarly in reading, the child must bring the skills to the book, not the other way round. We conclude that when we come to the place where we feel that the reader is the answer to our reading problem, it would appear that we are putting the cart before the horse.

What is this driving power? It is nothing more than what has been mentioned many times, and the one main reason for the writing of this book. It is a unique phonic approach that when administered early in the year, before the reader is introduced, prepares the child for reading any where in the reader or in any library book which interests him.

If this beginning phonic instruction so necessary for reading growth is given early in the year during the reading readiness period, then it will matter little what reader the child uses.

Another aspect of this phonic approach is that if every school in every province prescribed an early phonic approach the problem of transfers from school to school, or even from province to province would be no problem at all. Children who learn phonics early are equipped to read in any reader, and such a child transferring to a new school would find the use of a different reader to be his least concern. As he made the big adjustments to his new home, school, friends, and perhaps even the climate, he would not have to face the added burden of worrying over the reading program.

If a child can read in many different library books early in the year, he will be able to read in any reader, or at any place in the reader, regardless of where he lives.

From the teacher's own classroom experience she has found that just reading from a reader day after day did not bring about fluent readers. It is only when the child is given the "know how" and can attack words on his own that he will be able to read independently. The teacher's main objective then should be to help the child become a happy well adjusted, self-propelled individual in the field of reading.

In the month of March the teacher was asked to show how phonics was tied into the reading lesson. The answer is, that phonics was tied in and was taught and stressed in every possible avenue of primary learning during September and October. By Christmas time reading progress is so rapid, the intensive phonic teaching is replaced largely by excessive library reading with phonic application and new phonics only when and where encountered in reading. Even the slow achievers gain entrance to the library well before the end of the year. This is why the teacher does not group in reading. The basal reader is not used as a book to increase vocabulary, although the meanings of the words in the lessons are always explained in relation to the lesson. Since the whole class knows the reader words, the teacher does not spend a great deal of time hearing tedious rituals of reading. The Individualized Library takes care of the individual reading in the scheduled library time.

When the reader lessons are taken up with the class as a whole, the teacher receives the full attention of the class--none of her time is wasted in repetitious teaching. When individual pupils are receiving special help, the rest of the class is engaged in profitable seatwork. Again, good use is being made of all available time.

The children look forward with great anticipation to the class reading period. Each child enjoys the feeling of togetherness. He knows this is a time when all may share ideas.

Even the slow achiever contributes where and when he can. Although the teacher asks questions and has the children read sentences in answer to her questions, she asks the faster reader to read the longer parts, and the slower achiever to read the shorter sentences. It is important for faster children to be willing to give audience to the slower child. A thoughtful healthy attitude toward slow achievers is as much of an education as any other subject.

The teacher's aim in using the basal reader is to help children enjoy reading. Each day brings new reader experiences such as dramatization of the story, discussing the main idea, climax, sequence, reading with expression and reading the parts of different characters in the story which reveal sad or happy moods. Many suggestions are given in the guide books which will help children to expand and broaden concepts.

The teacher aims to develop confidence in her pupils but even more than this she keeps in mind the long range goal in helping each child develop in personality and character building.

Chapter Twelve

WHAT PARENTS SHOULD KNOW ABOUT THE READING PROGRAM

Parents ask, how can we help our children to be ready for school? What information or help can we be given so that we may be able to assist readiness? There are many ways in which a parent may help, and some of these ways are:

Children should want to go to school. They should be anxious to learn. Confidence and security are essential. Sharing duties at home gives children confidence in doing things at school. As children learn to become independent, they gain self respect. To look after his outer garments by himself is an example. It is an asset, if a child can use correct terms and names of things. He should be able to say clearly his whole name, address, and phone number (baby talk can hinder the child). It is helpful if he can tell his right arm from his left. Some of these things he will learn if he attends kindergarten, but all children do not attend. It is often the child who needs kindergarten experience who does not get it. A child is expected to be able to get along with others. This is necessary for any child's happiness, at school. If a child is enthusiastic about learning to read, this indicates readiness. It might be of interest to the parents to ask your child to compare objects to see how they are alike or unlike. This gives the parent an idea of the child's ability to observe closely. This is an important accomplishment. If children can do it they will find school easier because in school they are going to be observing and analyzing words closely. Can your child interpret sequential episodes in pictures? Have your children learned many nursery rhymes? And can they hear the rhyming words? If a child has a rich background of story reading it will add to his school progress.

If a child's birthday happens to come at the time of the year which does not permit him to begin school until the next year, parents often feel perturbed. The children have evidenced a readiness similar to what has been mentioned and in that case we can feel for the parents. Since at the present time exceptions to the rule cannot be made, it is to be hoped that boards of education will begin to see the need for compulsory kindergartens, so that a situation such as has been described will be overcome. I would like to say that as evidence to support the statement I made that it is hoped that departments of education would bring about compulsory kindergartens, I quote what educators have recently said concerning their findings. To quote from W.H. Worth, THE CRITICAL YEARS seventeen percent in the growth of school achievement takes place between the ages of four and six with about seventeen percent taking place between the ages of six and nine. Thus the most rapid period of growth in school achievement appears to occur during the age span encompassed by nursery school, kindergarten, and the primary grades. With the startling findings concerning the early part of a child's life, we should endeavour to do all we can as parents and teachers. The parents and the primary teachers are obviously the key figures. It is up to us to guide these children so that they develop during their period of most rapid and influential growth. These findings which emphasize that more learning takes place during early childhood than is currently believed should help us as teachers to go forward confidently in our attempts to teach a heavy concentrated reading program. This is one of the reasons for the publication of this book. How best then can a parent help to prepare a child for the large reading program that lies ahead? Simply by fostering the child's natural curiosity and desire to learn.

All children are curious and want to know the why and the wherefore of what is going on about them. This becomes very evident at the age of four to seven years. It is common to hear a child ask, Daddy why are you doing that? Or when observing a picture they will question the reason for some idea arising out of looking at it. So often these childlike questions are ignored or brushed off without an explanation understandable or satisfactory to the child. The result is that the child becomes reluctant to ask questions, questions which are important to him, no matter how trivial they may seem to an adult. In this way harm is done in that, natural curiosity in a child is thwarted. As time goes on, and he enters school, in many cases the young student fails to have the inquiring approach to the learning situation, that he should have. He has developed a passive and indifferent attitude toward learning. He is inhibited.

We as teachers want students with inquiring minds. As they learn to read and write, and reach the stages of concrete formal development they will turn more to books and enrich their learnings independently, through their own efforts in reading and making new discoveries. Everything that helps a child to become alert, self-reliant, co-operative and capable is good preparation for school.

Chapter Thirteen

THE INDIVIDUALIZED READING PROGRAM

The purpose of the individualized Reading Program is to provide opportunity for each child to progress at his own rate of learning in terms of his own level of confidence and potential, that he may learn without pressure, and with full understanding, without having to maintain the same pace or use the same books as everyone else in his class.

The program is organized and set up in such a way that, as early as six weeks from the beginning of school in Year I, children can begin to select their own reading material. It is necessary to explain to both parents and pupils the reading approach to be used. Children's comfortable reading levels must be ascertained along with their strengths and weaknesses.

It is of the utmost importance to establish routines and emphasize self-management and independence of work habits.

Individualized instruction does not necessarily mean more work; it means different work with different emphasis. It does not mean more time spent, but time spent differently. Individualization means turning about face in teaching procedures and positive attitudes toward individualization of instruction.

Instead of spending most of the time with most of the children and some of the time with some of the children in groups, a teacher should budget most of her time for individual children and leave the others to work individually and interact socially. If children are not being taught, it does not necessarily follow that they are not learning.

Effective teaching occurs when the teacher gets to know the individual and his needs, then proceeds to fulfill his needs now, not later.

Individualized Reading has been used successfully with above average, average and slow learning children. It makes the assimilation of transfers from other classes easier because the child coming in has opportunity to find his own level immediately. In other words, the child becomes the yardstick for his own placement.

The question arises, "Do all children benefit from an Individualized Reading Program?" Yes, Individualized Reading permits the slow child to read at his own pace and in his own interests, whereas under the non-individualized system, he can't keep up to the standard pace and when he is forced to do so, he comes to a full stop. The gifted child also benefits greatly from this type of program because he doesn't waste time slowing down or standing still as he does in a basic program intended for all pupils.

An Individualized Reading Program encourages children to choose their own reading materials from readers, story books, or other suitable periodicals. Other questions arise from time to time such as, "How does the Individualized Library operate?" "What are the steps to be taken that will help the teacher to prepare children (particularly in Year I) so that they are able to select their own reading material?" Answers to such questions will be found in Chapter Seven, "The Individualized Library."

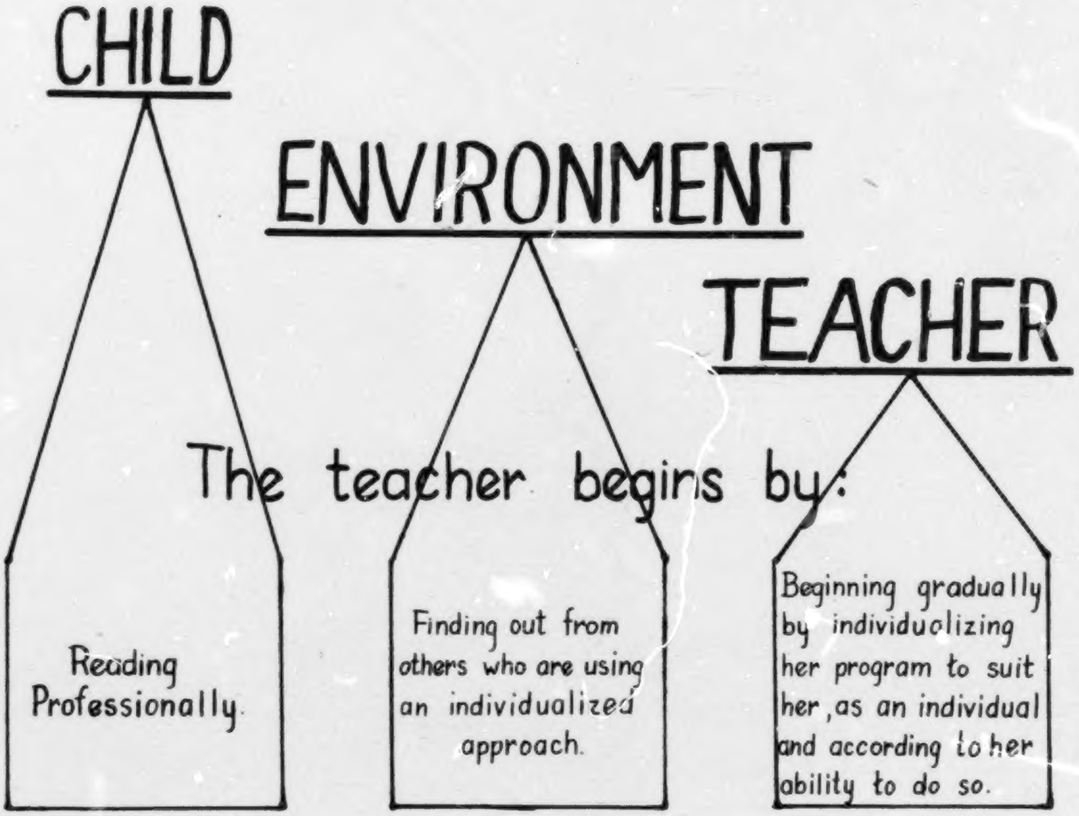
How would a teacher go about setting up an Individualized Program in all subject areas? What basic directives would she need to follow? It would be well for her to read professionally, attend in-service training courses, find out all she can about Individualized Programs from other teachers who are using this approach, then gradually begin to set up her program accordingly. Refer to the chart on Basic Directives, (page 92a).

It is not to be expected that every teacher will be able to follow any Individualized Program exactly. Each teacher will set her program up according to her ability to do so. The degree of success with the program will depend on her awareness of and the importance she places on the following basics necessary to set up such a program. First of all, the teacher in the early part of the year spends more time in arranging the situations than she does in the lecture type of lesson. She discovers that individualization involves 1) planning, 2) organization, 3) flexibility, 4) creativity and 5) originality. She sees the need to provide daily routines and to teach the child self-management and independence of work habits.

Children are given freedom to move about the room when it is necessary for them to do so. Nevertheless, there is teacher control at all times. The keynote of any Individualized Program is flexibility. This does not mean that the children work if and when they wish. An organized, flexible program must be set up with goals which are made near and clear and where there is opportunity for the child to move to higher levels of learning when he is ready, not when a group is ready. Flexible grouping takes place when there is an urgent need to assist a few pupils in solving a problem common to that particular group. This may be for five or ten minutes only. Flexible grouping is carried on in various ways and for various reasons. Classroom teachers can plan the program so that they can be their own remedial teachers. Children differ in use of skills, in preference and choice of story material and in interpretation of the printed page. Who knows better than the classroom teacher the child's specific needs? It is fundamental in any Individualized

How the Blended Sound-Sight Individualized Program is Begun

The Three Basic Constituents to any Educational Situation are the :



CHILD

ENVIRONMENT

TEACHER

The teacher begins by:

Reading Professionally.

Finding out from others who are using an individualized approach.

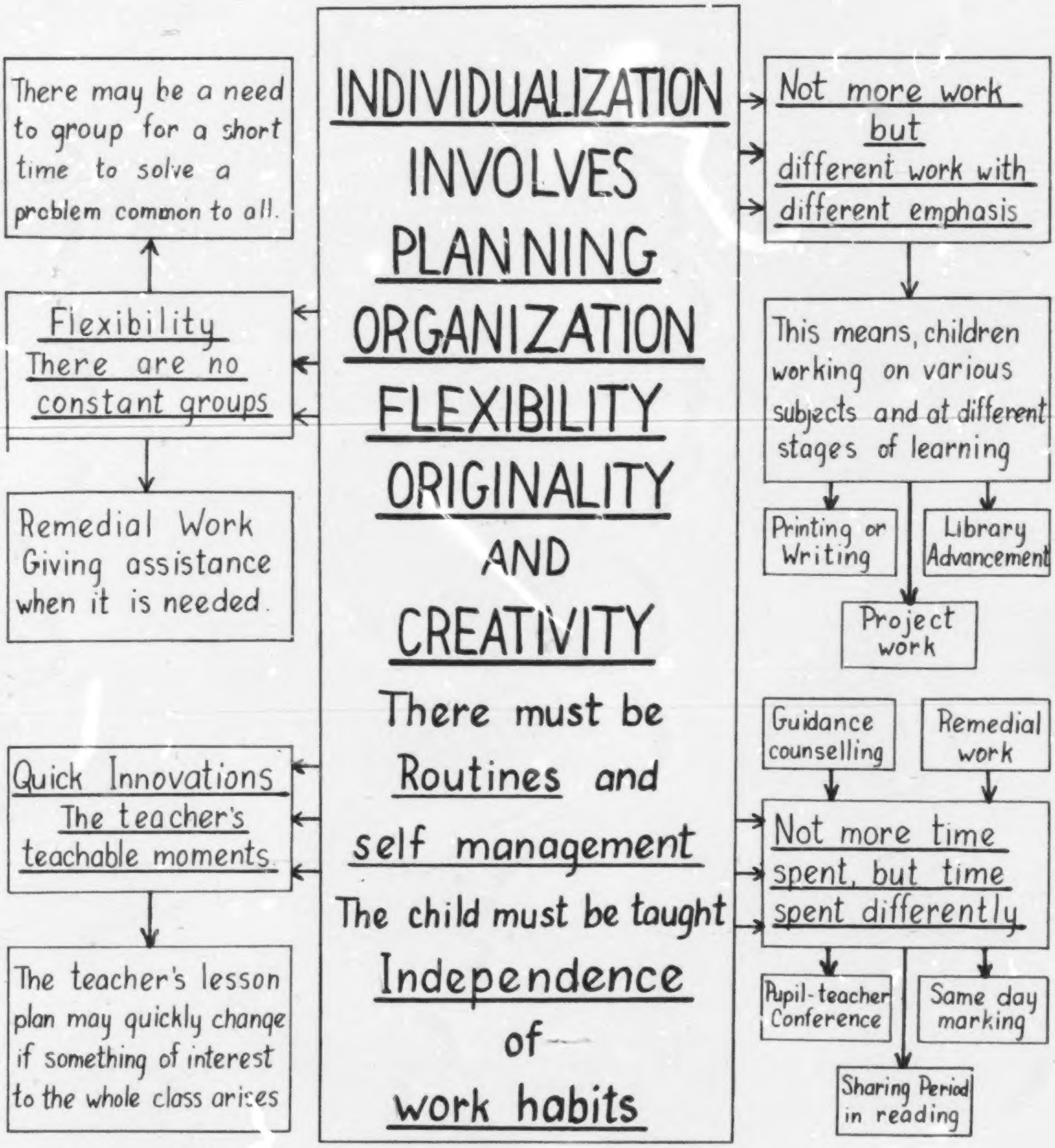
Beginning gradually by individualizing her program to suit her, as an individual and according to her ability to do so.

Individualized programs are likely to be more successful in primary grades since younger pupils adapt to new approaches quicker than older pupils.

There are always exceptions to the rule.

Much depends on a good teacher.

Potentiality Pace



INDIVIDUALIZATION
INVOLVES
PLANNING
ORGANIZATION
FLEXIBILITY
ORIGINALITY
AND
CREATIVITY

There must be Routines and self management

The child must be taught Independence of work habits

There may be a need to group for a short time to solve a problem common to all.

Flexibility
There are no constant groups

Remedial Work
Giving assistance when it is needed.

Quick Innovations
The teacher's teachable moments.

The teacher's lesson plan may quickly change if something of interest to the whole class arises

Not more work but different work with different emphasis

This means, children working on various subjects and at different stages of learning

Printing or Writing

Library Advancement

Project work

Guidance counselling

Remedial work

Not more time spent, but time spent differently

Pupil-teacher Conference

Same day marking

Sharing Period in reading

Individualization of Instruction

means: turning about face in teaching procedures.

The Blended Sound Sight System using an individualized approach.

How Does the Blended Sound-Sight Program Prepare Children for Individualization of Instruction?

What is the Reading Readiness Preparation?

There is a Pronounced Need to Set Up

ACTIVITY LEARNING CLIMATES

With Total Pupil Involvement

A.	B.	C.
To get to know the beginners interests and behavioural attitudes as they interact socially. When children are left on their own they will be themselves.	To get children to interact socially and intellectually as they learn, reinforce and retain phonic skills and techniques.	To provide various levels of learning climates so that each individual may progress without pressure and as fast as his ability will allow.

OUTCOMES

THE DEVELOPMENT OF THE INTANGIBLE CONCEPTS

THIS IS THE RESPONSIBILITY OF THE

HOME AND SCHOOL

Program that the teacher give assistance as it is needed. Refer to Chapter Fifteen on Procedures to see when the teacher could provide time for remedial work as well as for other types of flexible grouping such as pupil-teacher conferences where the teacher works with one individual. The Individualized Program provides for spontaneous innovations if the need arises. This is another type of flexibility. If, for example, six-year-olds on a certain morning come into the classroom with arms full of autumn leaves, asking questions and showing great interest and concern as to why leaves fall, then it is the wise teacher who will ignore the timetable and proceed to help the children discover this relevant and most pertinent science principle.

Although we have mentioned the major basics in setting up an Individualized Program, there are other factors which influence the success of the program and one of these factors is the role of the teacher. She should more than familiarize herself with the phonic knowledge of basic sounds and rules so that she can help any child at any time to work out his or her own problems. The teacher learns to assist, not tell. She provides the pupils with the tools of learning and guides the children in how to use them. She should be able to teach all the reading skills and use a variety of methods of attack. The teacher can become the remedial expert in her own classroom so that she may assist her pupils at the precise point of need, correcting faulty learning before it becomes a habit. The teacher learns how to tie phonics into every lesson taught. Let me now refer to the previously mentioned science lesson on leaves. Let us suppose that the teacher has just finished teaching the science lesson of why leaves fall. She will take time to tie the phonics into the new science words presented. Of course, she will make sure not to let the phonics become the predominating part of the lesson. She will bring to the children's attention the necessity of adding to their vocabulary science words which are relevant to the lesson and to their future needs. Children who are taught to break the "code" of reading by means of basic sounds and letters right from the start learn words better than those who learn to recognize whole words at sight. The science words presents will not be taught using the usual sight approach. The Blended Sound-Sight approach to reading and spelling will be used where the sight word becomes the phonetic tool to teach the phonics. For example, if the new words to be taught are: leaves, bark, roots, branches, fluttering, the basic parts of the words are underlined automatically by the child as shown above. Syllables and blends are marked and rules which govern basic tool sounds are discussed. Root words and tails on words are also dealt with and marked accordingly. All this helps to quicken the child's reasoning powers. The children are eager to tell the teacher how to mark the words as she prints them on the chalkboard. It is to be hoped that this explanation of how new vocabulary is carefully scrutinized by teacher and pupils will help the reader to see the practical application of tying phonics into every lesson taught. Instead of spending time filling in phonic pages from work books to be forgotten as soon as they are completed or memorizing and drilling on great numbers of sounds which could be boring and uninteresting to the child, the teacher could print songs on large sheets of paper relating to social studies, science, art or mathematics and mark with red pencil the syllables, the basic sounds, vowels and vowel variants so that as the children sing the song, read it, or use it as choral work to improve pronunciation, the phonics stands out predominantly and is learned automatically just as a choir singer automatically learns to read notes along with the words from her choir book. Again, I wish to bring to your attention the fact that children learn phonics through various interesting subjects rather than by drill. The songs used are related to all subject matter taught. Chapter Nine gives a few examples of how this may be accomplished.

When does the teacher provide time for remedial instruction? Chapter Seven on the Individualized Library explains how the children, when arriving at school in the morning, group in two's and read to each other. This is called the Sharing Period. The children discuss with each other the parts of the library books in which they are particularly interested. Their interests vary greatly. A child who is keenly interested in science, while reading with another child, may influence that friend in science. It is during the Sharing Period that the teacher has time to do remedial work.

How are new skills taught? New skills are taught to the whole class, to a small group or to an individual. How does the teacher keep a record of each child's progress? It is necessary to keep each child's record which will indicate the skills in which instruction is needed. The teacher may have a box in which each child's assignments are kept so that the teacher and pupil may discuss them and then decide what basic skills the child should reinforce. Pupil-Teacher conferences are held daily during the sharing period. There must be consistency.

What basic procedures could be followed in order to provide for individualization of instruction? Refer to Chapter Fifteen, "Basic Procedures". These procedures are not based on theory but on ten years of actual classroom practice where it was found to work successfully and was then put into book form so that other teachers might benefit.

What provision is made for Reading Readiness using the individualized approach? Refer to Chapter Fourteen, "Learning Climates". What are the advantages of setting up this type of Reading Readiness Workshop? There are several advantages. First, it provides dynamic interaction so that children can not only educate one another but can learn how to get along with one another. They learn initiative, responsibility, independence, spirit, compassion and humour because they are given opportunity to participate in the We Learn By Doing Activity Climates. This Reading Readiness Workshop also provides for reinforcement of phonic techniques and gives children opportunity to discuss phonic knowledge and to make generalizations. It sets up graduated levels of learning so that children can use their phonic knowledge by applying it to new situations. This important step in the child's learning, often referred to as "The Transfer of Learning", is vital since there cannot be continuous progress without it.

A great deal has been said about the feasibility of year-end testing. Since using an individual approach, I personally have not given year-end tests. Your question will obviously be, "How were you able to make your year-end decisions and complete the report cards?" To answer this we must compare the present system of examination with the individualized system of testing. Under the present system, some teachers may say that they get very little time for testing throughout the year. Others may say that they leave the testing until each report card is due and give marks on the basis of the single test. Teachers using an individualized approach, however, are able to evaluate children's work daily. Children do a great deal of self-testing. They also mark each other's work which is then handed in for further checking by the teacher. Constant tests and the prospect of tests can be a great teaching aid in both learning and discipline areas. The student's natural interest in his own progress is constantly fed because there is same-day marking. In other words, there is continuous evaluation. The greatest benefit to the class as a whole is that there is no relaxing of effort.

There are a number of ways in which the Individualized Reading Program can be carried on. For example, many teachers abandon basic readers and workbooks completely. Others retain sufficient contact with the basic program to check on slower pupils just to make sure that they are maintaining the standard which presently is set for the faster child.

The Individualized Program based on the Blended Sound-Sight Method of learning uses the reader early in the year, not to teach reading, but to provide opportunity for the child to write short simple stories in sequence. Refer to Chapter Ten which deals with integrating the language arts and how the reader has a part to play. Group reading is not entirely abandoned in favor of individual reading and frequently the whole class will be the group. Reading the reader with the class as a whole develops co-operation, expressive reading, drama and the ability to see another pupil's point of view.

Individualized reading does not mean that children work at random. This is why an organized but flexible program must be set up. The program must be consistent, not something they do today but not tomorrow. When they select books they do not merely glance through them or look at the pictures. They are required to do assignments on what they have read. Slower pupils write a brief account of the reader stories without help from anyone. Those pupils who feel that they can, will write about book characters. Others make book reports, some short and to the point, others quite lengthy. Some pupils write about points of interest in books on science such as electricity. Below are two examples of a six-year-old's work written in April, 1968. These were written without any help from teacher or textbook. The stories are reproduced exactly as the child wrote them.

Electricity

How does electricity travel? First thing that we need to know is that electricity comes from water. I know that's funny but it's true. The water goes from the dam through pipes to the power plant and then to the plug in your home. Then you are set.

David K - Age 6

Interesting Things

Did you know that the peanut that you eat came from a plant? (If you want to find out, read on.) Well, it did. It grows underground.

One day a man found a prince's HAND HOLDING A NOTE THAT SAID, "Whoever takes me to a foregn (sic) land will die a violent death." That the man did. In Africa he got trampled by an elephant

You can go under the sea. At the undersea gardens you can see starfish living, and everything that's under water.

David K - Age 6

Some children prefer to write a summary of each chapter from the larger library books. As each chapter is completed, the summary is handed in for correction. A few children enjoy creating a play based on their library book and then writing the story of the play. Below is an example of each of these types of assignments. Again, they were written without any help from teacher or textbook and are reproduced exactly as the child wrote them.

Chapter 1 Betsy Goes to School and Finds a Friend

Every day as Betsy woke up she threw some flower seeds to the birds. But this morning she is too busy being unhappy. This is the first day she goes to school. Her mother said, get dressed and come down and eat your breakfast, so she got dressed and ate her breakfast. Then she took her school case and went outside and sat on the step. She thought and she thought. I know, said Betsy, I will take Koala Bear to school with me, Koala Bear was a toy. She went up stairs to look for Koala Bear but Koala wasn't there. Come, come, said mother you'r (sic) going to be late for school. Betsy came down and went to school with her mother. When she came in the school door there was Miss Grey. She said, Hello Betsy, come in and I (sic) show you your desk. Then mother went out. Some tears came down Betsy's eyes. She looked in her school case to find her handkerchief. But no hand kerchief was there. To her surprise she felt something fuzzy. It was Koala, that made her feel good. Soon a big bell rang. Betsy jumped! Now go out to play said the teacher. Then another bell rang and they had to go in. Betsy wasn't lonesome because she had Koala Bear.

Chapter 2 Mother Gets a Baby

One day Betsy asked mother when she was going to get a baby. Mother said, when you were at the farm Doctor Juinick came to give me a baby. Oh! mother said Betsy is it a boy or girl? They are twins said mother. Wa-wa-wa-wa they're awake now. Betsy said, may I hold one? Mother said, which one do you want? The boy or the girl? I'll have the girl said Betsy. What are their names? The girl is Susan and the boy is Dick said mother. Soon the twins were big. They all went to school together. So now all three children are going to school.

Joann B. 6-year-old

The Egg Tree

It was Easter. Everyone was sleeping, except Mr. Rooster. He threw out his chest and said Cock-a-doodle-do! it will never do. Then he cocked his head and crowed again. These people must wake up. Just then the sun came up over the hill. He crowed three times. It woke up Katy then she woke up Carl. Katy whispered maybe we can see the Easter Bunny. Come let's go to the window. The children leened (sic) out of the window. Look! I see something walking. But that's just the cat said Carl. This is a good book to read. I'll not tell anymore about the story. You can read the book for yourself.

Debra P. 6-year-old

Casper the Friendly Ghost

Casper was a friendly ghost. All winter long the winds blew. The trees had no leaves. One day Casper went for a walk. He heard some voices so he hid behind the tree to find out who was talking. Casper saw a squirrel. The squirrel cried, I wish spring would come. I do too chattered a little mouse. Theres (sic) no sign of spring anywhere wailed the chipmunk. That's what I say groned (sic) the beaver. Then Casper appeared. Away ran all the animals. I didn't mean to scare them said Casper. Casper walked on. he (sic) came to some signs on the trees that said

Welcome
Miss
Spring

Hurry
up
Spring

we are
waiting
for you

Casper met a rabbit. poor (sic) little rabbit was crying. I've put up all these signs and spring doesn't come. Maybe I can help you said Casper. I will go to Mother Nature's Kitchen and get some bottles of spring air. He went to Mother Nature's Kitchen and got the bottles of spring air. Just as he was coming out the door he saw Jacky Frost dancing around and tossing snow flakes in the air. Stop that cried Casper we've had enough of this cold snow. Oh I'm having fun said Jacky Frost. Well, said Casper, I'll throw these bottles of spring air at you. No no stop, please stop. I'll go away. Away went Jacky Frost and away went the cold winter. At last spring had come and all the animals were filled with joy. We ended the play by singing songs about Spring. Mrs. Sutton saw our play and played the pimano (sic) for us. It was fun to make my Library book story into a play and then write the story for my teacher Mrs. Ingham.

Anne E. 6-year-old

Millions of Cats

Once upon a time there lived a little old man and a little old woman. They lived in a nice clean house. But they were realy (sic) lonely. So the woman said we should have a cat. A Cat! that's not what we need. Well that's what I want, go and get one. He started off. After a while he saw a hill

CLASSROOM SCENES

Thanks to Mr. R.C. King of Yorkton, an interested parent, who so generously donated the following classroom pictures. It is nothing out of the ordinary for parents or teachers to visit classrooms such as these at any time and find the pupils busily engaged as these unposed pictures indicate.

Fall is Here
See the red leaves.
See the yellow leaves.
Fall is here.
Birds Fly South
Birds fly south in the fall. Birds like to go where it is warm.
Ducks fly south too.
Singing on the vowels
a
e
i
o
u
Dick can jump
Dick can jump
Dick can jump
three
seven
3
5
7

The Individualized Program provides for spontaneous innovations. The 6-year-old boy standing beside the teacher is interested in sea shells. He is reading portions of the science book which relates to the shells that he has collected.

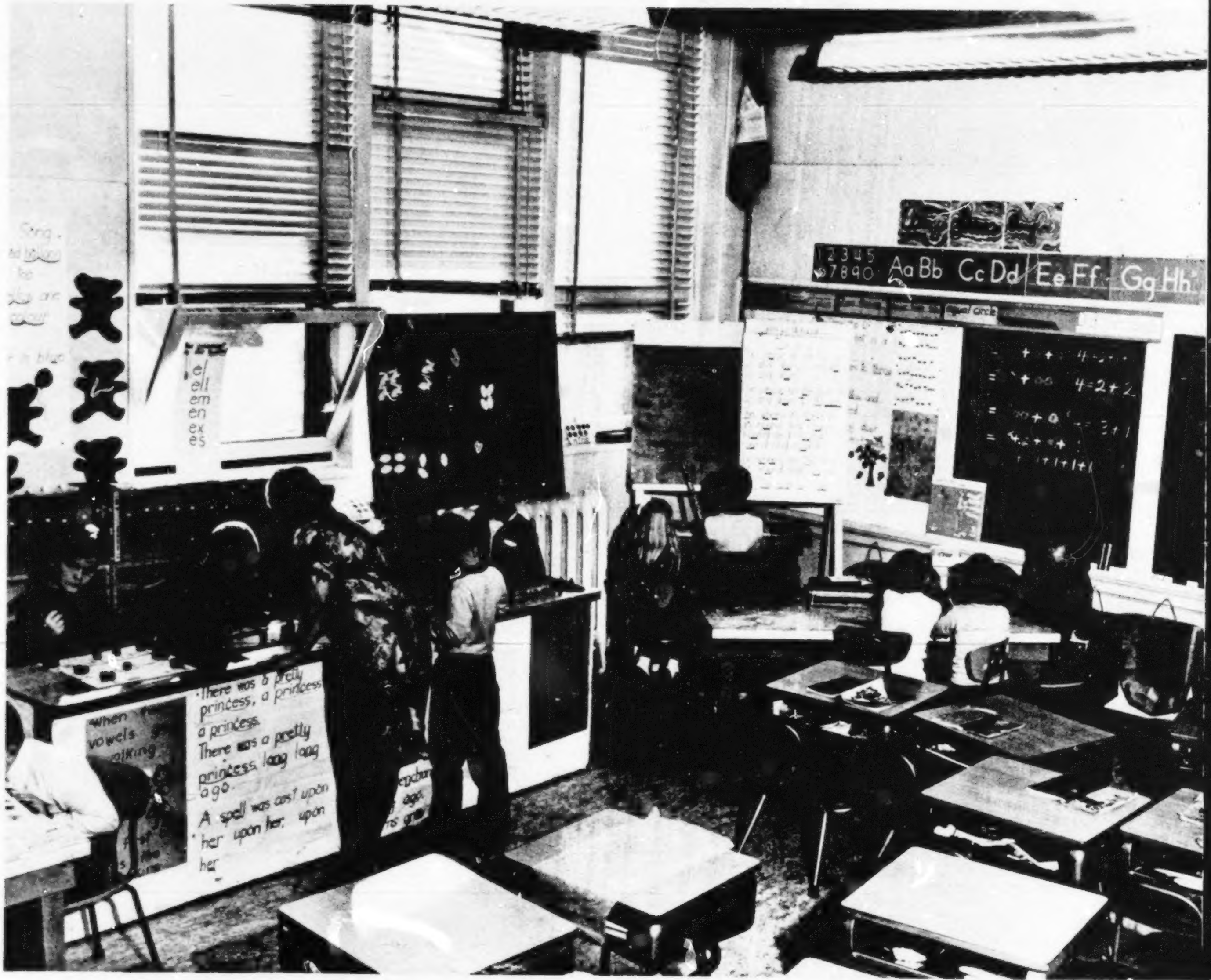
See the red leaves.
See the yellow leaves.
Singing on the vowels
a
e
o
ea
ee
all
ch
in

While the class interest is high, the teacher disregards the timetable and provides opportunity for sharing ideas. The teacher sometimes refers to this as her teachable moments.

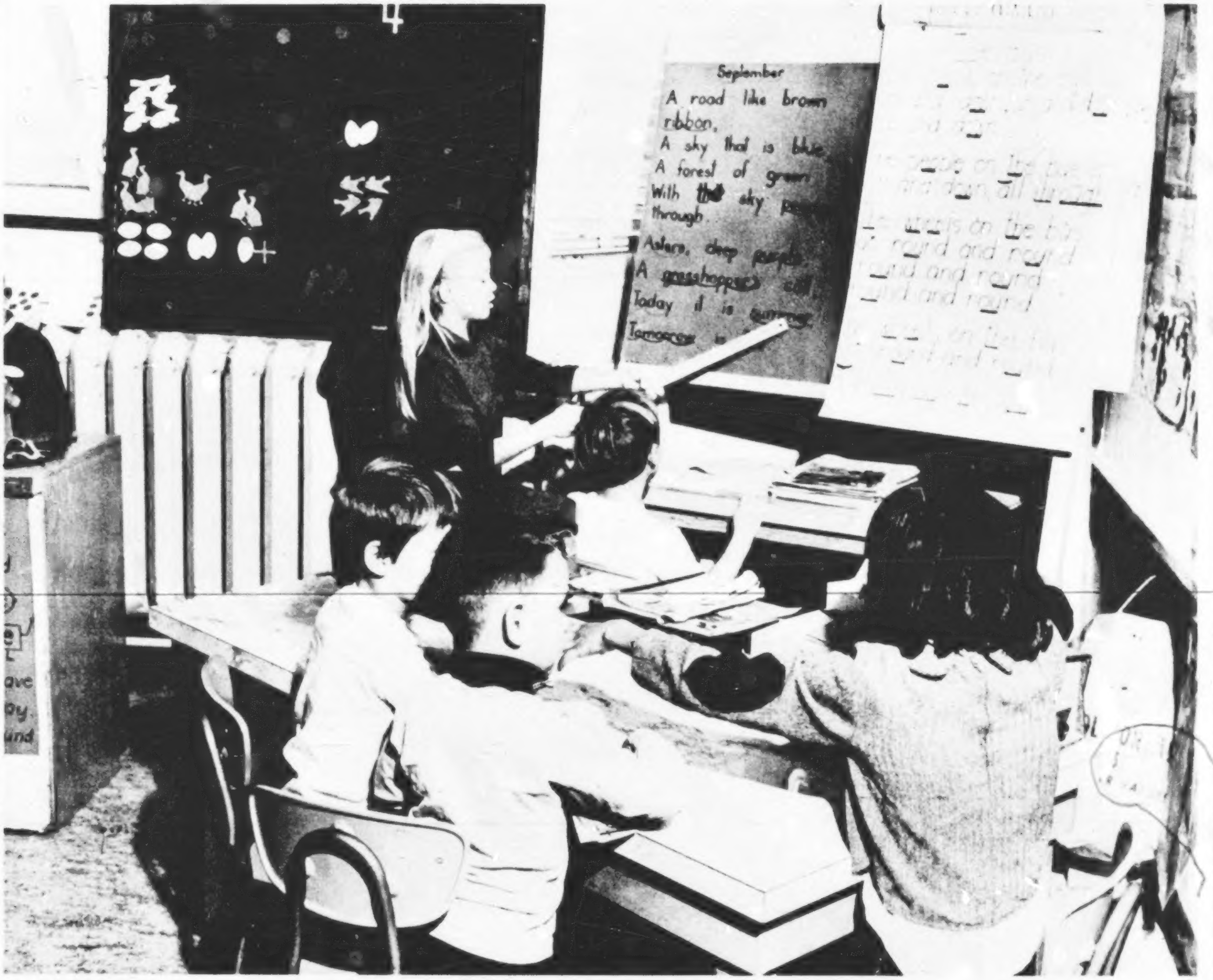
sh
wh ch
th
Here
Find

SECOND ACTIVITY LEARNING CLIMATE - The development of interpretation and critical thinking proceeds best where there is mental stimulation and interaction with the thinking of several children. Children do learn and profit by working with each other. The children are discussing phonic knowledge in relation to the meaningful pre-primer words previously presented to the class.

REINFORCEMENT - The above picture depicts one of the first activity climates set up at the beginning of the year. Teachers know that learning processes increase when the pupils can actually practise. The children shown here are 5-year-olds. They are saying the sounds, not the names, of the letters.


There was a pretty princess, a princess, a princess.
There was a pretty princess long long ago.
A spell was cast upon her upon her, upon her
when ... vowels ... walking
AaBb CcDd EeFf GgHh
el ell em en ex es

Phonics is tied into every subject area. The two girls in the background are reading poetry while the children in the foreground are studying the words related to the poem.


September
A road like brown
ribbon,
A sky that is blue,
A forest of green
With the sky
through.
Asters, deep purple
A grasshopper's call,
Today it is summer
Tomorrow is

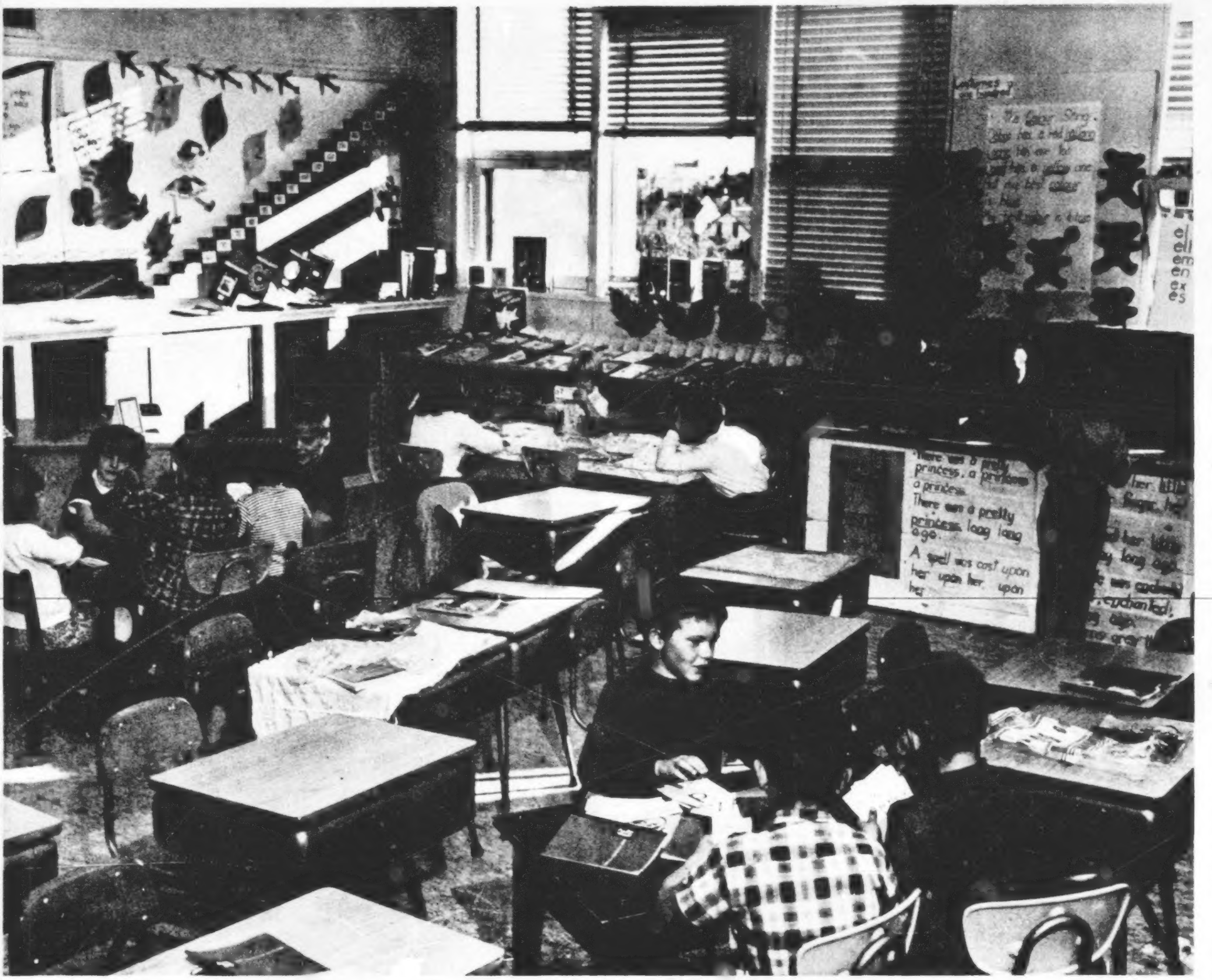
Both the poem "September" and the song "The Bus" are phonetically marked as shown. As the children sing the song, read it, or use it for choral work, the phonics stands out predominantly and is learned automatically just as a choir singer automatically learns to read notes along with the words from his choir book. Children grow in and through reading. The phonics becomes the ingredient necessary for reading growth.

el
ell
em
en
ex
es
black
When two vowels go walking
There was a pretty princess, a princess a princess,
There was a pretty princess, long long
She pricked
finger, her
finger
She pricked
finger, long
The castle

Phonics is tied into every subject, for example, equations, circle, subtract, underline.

The above picture depicts the Sharing Period where children group in twos and read to each other. They discuss the parts of the library book in which they are particularly interested. In the background you will see a few younger children reading with older ones. They may be very good friends or it may be that they have a common interest. In many cases the older child assists the younger in his reading. The teacher shown on the right acts as a guide assisting those individuals who need her most.

THE DISCOVERY TABLE CLIMATE - If a child has a problem in getting a word, it is permissible for another child to give her a phonic clue but she must never tell her the word.


There was a pretty
princess, a princess
a princess.
There was a pretty
princess long long
ago.
A spell was cast upon
her upon her, upon
her

VARIOUS LEARNING CLIMATES AT WORK - Each table represents varying levels of learning. The children at the table in the foreground are working at the alphabet climate. The group to the left are working at the pre-primer climate. The two girls seated at the table in the background are working at a higher level of learning, "The Discovery Table Climate" where they must be able to apply their learning to new situations so that they may gain entrance to the library. The boy seated at the right of these girls is working at a still higher level of learning. He has gained library entrance and is engaged in reading a library book of his own choice. The top left corner reveals the library. The four library record books hanging near the library show the number of pupils involved in individualized reading by October 4th.

Grade
CORNER
Reading
Road
THE READING STAIRS
INDIVIDUALS RECORD BOOKS
HORTON HEARS A WHO!

POETRY ENJOYMENT - The four 6-year-olds in the background are looking at poems and reading aloud. The poetry interest groups, formed spontaneously during the sharing period, give the children opportunity to enjoy poetry together.

with hunderds (sic) and millions and trillions and billions of cats, but he couldn't decide which one he wanted. Then he saw a beautiful cat so he took it. He took another. After awhile all the cats started to follow him. When he got home his wife said--No those cats are too many. I've got an idea, why don't we ask the cats which one we should keep. The cats started to fight. Soon all the cats were gone except one little kitten. This kitten didn't fight nor say that it was best. So I guess he never got eaten up. I think this is a good lesson to us.

Judy 6-year-old

My book is called Geography. If you would go to space you could see that the earth is round. If you just stand on the earth you couldn't see the roundness of it. Some mountains spit out smoke and fire, sometimes melted rocks. The mountains that do that are called volcaneos (sic) Some mountain peaks are as high as the sky. If you were in a boat you couldn't see all of the ocean. If you were on a farm, you would probbably (sic) see land around a little pond, but an island is a little bit different. It has water all around it. I learned many interesting things in this book.

Brian P. 6-year-old

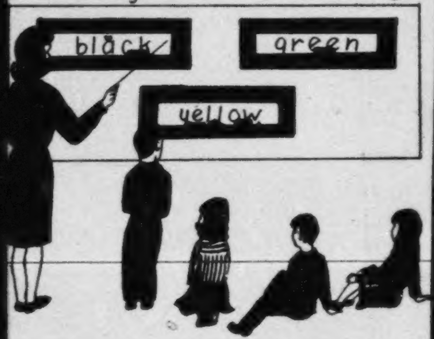
The individualized Program may extend into all areas of work. The child may work in mathematics while the teacher marks assignments, calling pupils to her desk if the need arises to explain and make corrections. The child corrects the work immediately and then returns to the work which he had been doing previously.

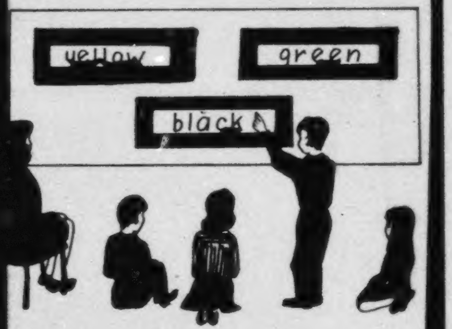
Children will vary in ability and speed in completing assignments. This is natural since children are not all alike. All that is expected of each child is that he does his best.

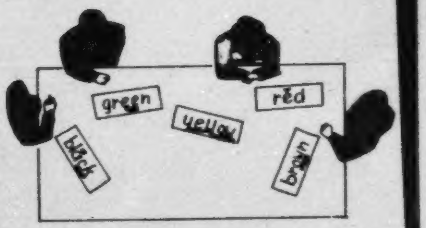
A great deal has been said about the noise that is created by an Individualized Program. This should present no difficulty if the noise is constructive. If there are noises that are not constructive then it is not necessarily an Individualized Program nor is it a learning situation. Children who understand the program and who are working toward goals which have been made near and clear, will work diligently, consistently and as quietly as their type of project will allow. Children learn to discipline themselves. Those who want to work will see to it that their fellow workers also work.

One observer said recently, "I can't understand why those six-year-olds don't quarrel about whom they are to read with." Another remarked "It is almost unbelievable to see such young children being so agreeable, considerate, polite helpful. How do you manage it? Of course this is not accomplished overnight, nor is it attained through the lecture type lessons. It is developed by "doing". It relates back to the beginning of the year with its dynamic interaction climates where children have opportunities to develop in a practical way, the intangible concepts such as acceptance, compassion, spirit, humor. In my opinion, the use of the Individualized Program has a marked effect on child behaviour. The child learns self-direction and research skills. He gains confidence that accompanies these skills, and above all, he is happy and well-adjusted.

resenting Phonic Knowledge


blăck
green
yĕllow


yellow
green
blăck

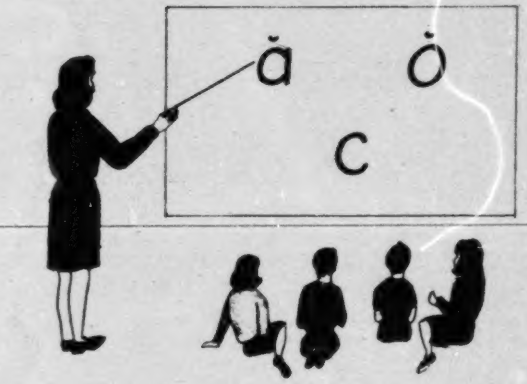

green
yellow
rĕd
black
brown

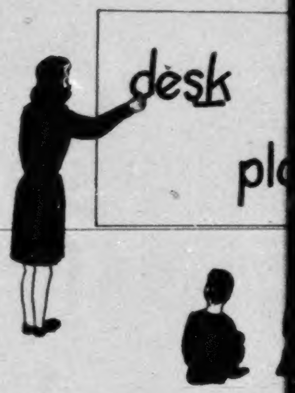
The Blended Sound-Sight M

Individualization of Instructi

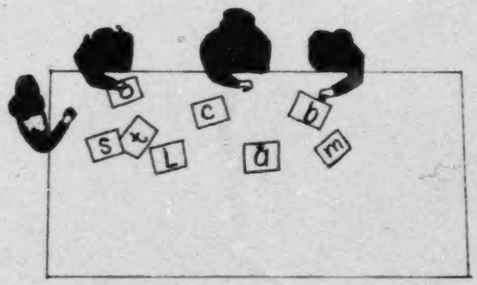
It is a turning about face

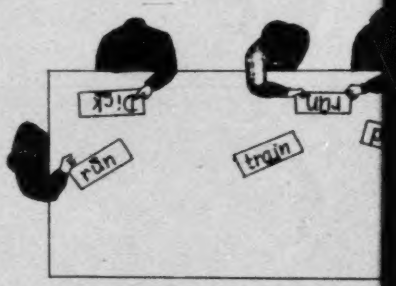
The teacher proceeds to set up Le





These activities provide opportunity for the child to pro




Dick
run
răn
train

Presenting Knowledge

Reinforcement

The Develop

nt Method of Learning Using an Individu

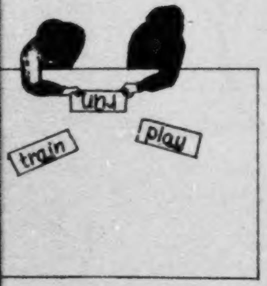
truction - Doesn't Mean —More work; it means different work w
—More time spent; it means time spent d

ut face in teaching procedures and positive attitudes toward individualization o

et up Learning Climates sometimes referred to as the Reading Readiness

desk train
play

to progress



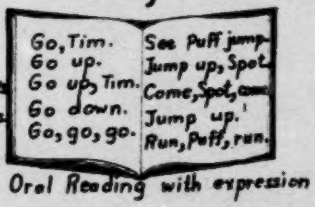
dge

Presenting the open e words
and open o words.

hē wē shē
mē bē
gō nō sō
hellō agō
buffalō

The Big Book

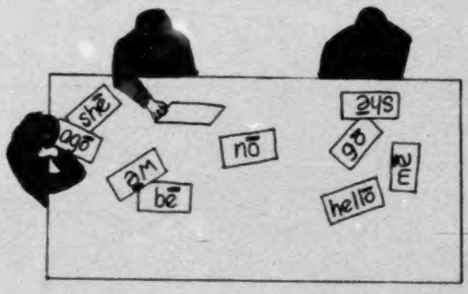
- Noting
1 Commas
2 Periods
3 Exclamation marks
4 Question marks



Go, Tim.
Go up.
Go up, Tim.
Go down.
Go, go, go.

See Puff jump.
Jump up, Spot.
Come, Spot, com
Jump up.
Run, Puff, run.

Oral Reading with expression



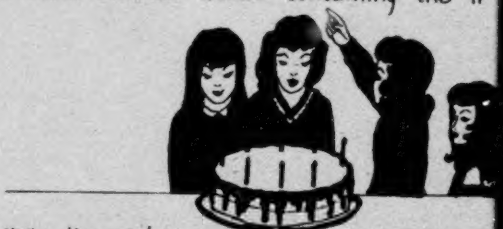
Ty

Science

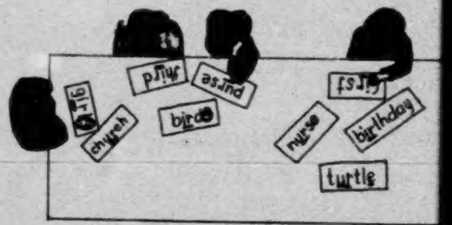
Why Birds go South

Birds fly south in the fall
They go where it is warm
Ducks fly south too

An illustration to establish in the childre
the most common words containing the "ir"



While the girls were at the birthday p
birds flew over head. The third girl
was the first to see the birds.



Making Gen

ent and Retention — Dynamic I

opment of the Intangible Co

ualized Approach.

with different emphasis.
differently.

of Instruction.

Workshop Activities.

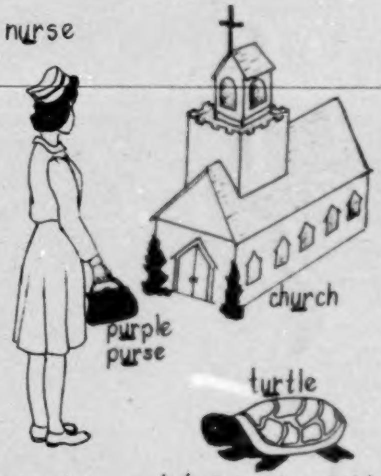
ying Phonics into Every Subject.

rens' minds
ir' basic tool.

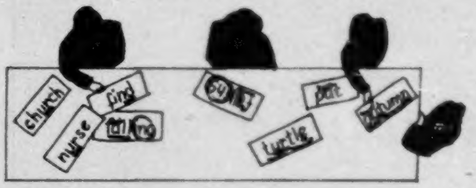
party the
in the row

Social Studies

Community Helpers



An illustration or rhyme related to the childrens' own experiences is given. This is to establish the "ur" basic tool so often confused with bir, bur, br, in the common words needed by children of this age.
The "er" basic tool is established when the pre-primer words father, mother, are presented.



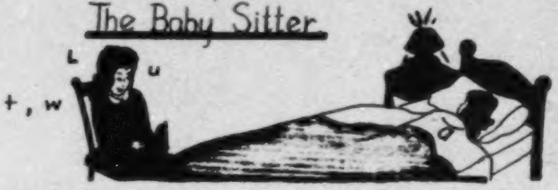
Correlating Music, Science + Drama

Why do leaves fall?

Autumn leaves are now falling,
Red and yellow and brown.
Autumn leaves are now falling,
See them fluttering down.

An illustration is given relevant to the childs' daily experiences.

The Baby Sitter



When the baby sitter arrives, that usually means that the children must go to bed, so they say "aw." This is what ă says when it sees the baby sitter. The baby sitters are t's, l's, u's and w's. wall, want, autumn, what

The same type of illustration can be used for the letter "u" put, pull.

These illustrations are particularly helpful to the slow child.

Experts say that you can teach any child, at any age, anything even a university concept, if you talk at his level.

neralizations

nteraction

ncepts.

Chapter Fourteen

DYNAMIC INTERACTION LEARNING CLIMATES

Purpose and Value of Learning Climates

Economy in children's welfare can be anticipated where the teacher takes time to plan and organize Learning Climates which will give children freedom to learn effectively. There are many kinds of Learning Climates. Those referred to here are reading climates. The teacher's goal is to set up graduated learning climates which will become increasingly effective in reading development. We all realize that happiness is an incentive to learning. We also know that happiness, sociability and interaction brought about through active Learning Climates can promote child development in its many aspects--physical, mental, social, emotional and linguistic.

The Activity Learning Climates which the teacher sets up are to enhance, not inhibit, the learning processes of children. The value of group dynamics must not be lost sight of. The development of interpretation and critical thinking proceeds best where there is mental stimulation and interaction with the thinking of several children. Children do learn and profit by working with each other.

The psychological effect of these activities on the child is desirable. Pressures and tensions to meet standards or to score as high as someone else are relieved, and frustrations arising from failure to learn the work as quickly as other children, are avoided because the child becomes the yardstick for his own placement. This means that the child is free to move to the activity in which he will feel most comfortable. The stigma of being left behind is removed. The child sees his progress each day even though it may be very little. All these concomitants pay rewarding dividends in mental health.

These climates also provide interest not only in reading achievement, but also in the child's attitudes toward reading and his personal self-esteem and satisfaction in being able to attain his reading goal even though he may be later than the others in attaining it. The growing interest in dynamic psychology has called attention to the importance of motivation and levels of aspiration in Learning Activity Climates. Also, Activity Climates prove valuable in that effort is unconscious, attention is a normal function of the situation and discipline problems disappear when learning is related to such activities.

Teachers very often understand intellectually how children learn but are less capable of putting this knowledge into actual practice. One may excel in teacher preparation programs at the university and still not be able to translate one's understanding into effective practice. Therefore, we trust that teachers may find helpful the following practical suggestions.

Learning Climate Levels

How many climates are set up and what are the levels of learning in each case? In Year I there are seven Activity Climates which are gradually set up. The first five climates are:

1. Colours: (Working from the known to the unknown). Basic tool sounds are stressed and rules are given to bring about critical thinking.
2. Pre-Primer Words: These are not presented as sight words but are used as phonetic tools to teach the phonics. Syllables and basic sounds are marked in red on each word being presented. These basic sounds are not taught in isolation. This Learning Climate provides opportunity not only for reinforcing but for helping children to make generalizations.
3. Alphabet Sounds: As the children participate in this Learning Climate they say the sound not the name of the letter.
4. Vocabulary Enrichment Embodied in Lesson: Phonics is tied into every subject taught. The new subject matter words, presented in lessons previously taught, are placed on tables and reinforced during the fourth Learning Activity Climate.
5. Similar Basic Tool Sounds Established: This Learning Climate aims to prevent confusion such as: ir, er, and ur, as well as oo, ew, and ui. These are taught in context and then placed on cards to be reinforced during the activity period.

All the above Learning Climates have one common aim and that is to bring about the development of the intangible concepts such as independence, initiative, responsibility, compassion, spirit and humour, all of which can be developed when there is daily dynamic interaction with total pupil involvement.

During these five activities the children learn a great deal about phonic techniques. For example, they reinforce (1) phonic knowledge, (2) basic tool sounds for quick recognition and place value in words, (3) phonic rules which govern these basic sounds and (4) their ability to make generalizations. The consistent daily interaction brought about through these Learning Climates brings about retention.

Two more Learning Climates of a higher level of learning are set up a little later. The first of these, the Discovery Activity Climate, provides opportunity for pupils to make functional their past phonic learnings. The individual is challenged since he must work by himself. He learns to think critically and his reasoning powers are quickened. He must be able to apply his learning to any new situation, the situation in this case being unfamiliar words. He learns to inquire when phonic rules do not fit the case and as he inquires he discovers that words do not always follow the rule and therefore become exceptions to the rule. This activity brings great satisfaction and excitement. With initiative and responsibility, he works toward the goal set for entrance to the next activity which is the Individualized Library.

This seventh climate, the Individualized Library, is explained in detail in Chapter Seven.

The ingenious teacher will be setting up more and more Learning Climates of different natures particularly for the slower pupils to reinforce their learning using an interaction approach. Faster pupils enjoy working with slower pupils especially in a climate in which there is free participation.

When Are Learning Climates Set Up?

Learning Climates must be set up the first week of school to be effective. They will remain intact for six weeks in Year I because children are learning the techniques of reading for the first time in their lives. The first pupils to gain library entrance will be those who have graduated from one Learning Climate to another, using their own initiative and following carefully organized procedures. A few will gain library entrance as early as six weeks after the beginning of school and will no longer need the Learning Climates. The teacher, however, will leave the Learning Climates intact for the slower pupils as long as she deems it necessary.

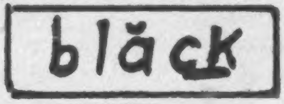
In Year II, the teacher sets up the climates the first week of school and may leave them intact for two or three weeks. These periods of time will vary with the teacher and her particular class. The same may be said for Year III. The climates will be used as long as some pupils are profiting by them. These same climates may be left in a convenient place so that at any time they may be made use of by children who transfer from one system to another or for a few slower pupils who might need remedial reading help from time to time.

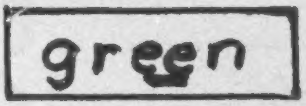
How Learning Climates Are Set Up

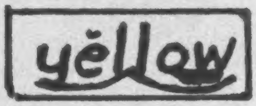
The teacher will need the following inexpensive materials:

1. Three or four medium-sized tables--three tables 28 by 48 inches, one table 5½ by 2½ feet.
2. Twelve to fourteen chairs per classroom.
3. Bristol board for making word cards and sound cards.
4. Coloured felt pens.
5. Flannel board and easel.

The first Learning Climate set up is the colour game (page 31). You will note that as soon as the colours yellow, black, and green have been presented, not as sight words, but as phonetic tools to teach the phonics, cards containing the same words with basic sounds underlined as shown below, are placed on an activity table.



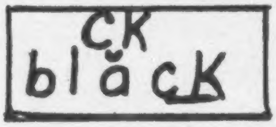


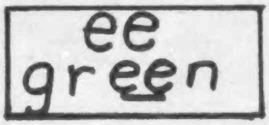


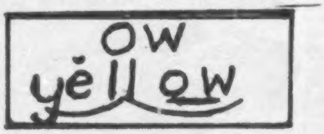
Teachers know that children's learning processes increase when they can actually practise. Thus, when the children arrive in the morning at 8:45 o'clock or when they have spare time, they will play the following game using these cards. A group of four or six will sit around the table while they play the game. The teacher's role is to demonstrate how the game is played by playing with the children until they can confidently carry on by themselves. She begins by dealing two cards to each child. The dealer usually plays first. She explains that no one should speak out as long as she is holding the card in her hand. To begin the game, she looks at her first card, says the word, points to the basic tool sound and gives the phonic rule. Because she has given the correct answer, she lays her card face down on the table, counting it as one point. If, on the other hand, she does not know the word, sound or rule, she will lay the card face up on the table, indicating to the children that any of them may now try to give the answer. The child who is the first to give the correct answer takes the card and places it face down on the table beside him and counts it as his point. During this game, the children are challenged to phonetically scrutinize words rather than memorize sight words. Once the teacher has had her turn, she makes sure that the child next to her has his turn. The game continues in the same manner, under the teacher's guidance, until all cards have been played. This is the teacher's opportunity to emphasize that the aim of the game is to have fun while working rather than merely to build up points.

Although the teacher may not realize it, this is a vital teaching situation. She has a great responsibility to see that the following objectives are reached. She should observe the shy child, making sure that he is included in and accepted by the group while, on the other hand, she observes the over-aggressive child, helping him to see that he should give consideration to other members of the class. She must see to it that each child is given equal opportunity to participate and to feel success. The activity gives her opportunity to teach the children how to face defeat. They are not too young to understand that there are always differences in rates of growth, that different people do different things and that learning depends upon effort and practice. The attitudes thus cultivated under the teacher's guidance will bring about a satisfying classroom atmosphere.

To further challenge the children's thinking, cards as shown below may also be placed on the first activity table:

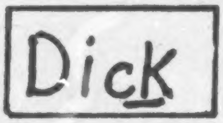


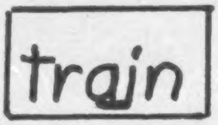


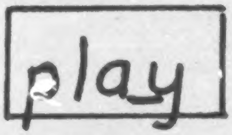


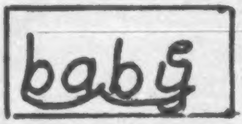
These deal with basic tool sounds, for example, (ow, ck, ee) learned during the colour game in the words yellow, black and green. The basic tools are placed at the top of the card with the word underneath. The child covers the word with his hand and says the sound. Then he proceeds to say a number of words which contain the same basic tool sound. As the children actively participate, they talk about where these sounds are found in words, adding simple rules which govern the basic tools.

The second Learning Climate is set up after the teaching of any pre-primer word. The teacher discusses the basic sounds and rules concerning them. Then she prints the word on a card with its proper markings and places it on another table for further reinforcement and discussion.



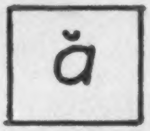


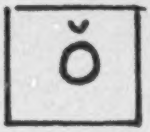


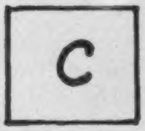


Students learn to draw conclusions and to think critically about the presented phonic knowledge. The card game in this Learning Climate, as in the first four Learning Climates, is played the same as in the first activity. The teacher may wish to make some innovations of her own but must always keep in mind both the immediate and the far-reaching objectives as discussed in the first Learning Climate.

The third Learning Climate or activity is set up after the teacher presents the alphabet letters in sound, symbol and printing. It may happen that the first three Learning Climates or any combination of them may be set up simultaneously. For the third climate, the alphabet letters are printed on cards like this and are placed on another table where the children can interact.

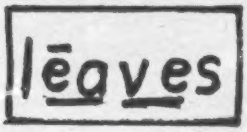


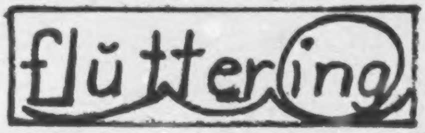


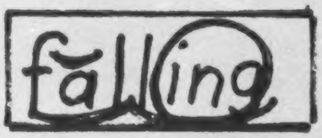


During the alphabet card game the children say the sounds but not the names of the letters. By the end of the third week, most of the alphabet will have been introduced. Then the activity table will contain many alphabet letter cards with which the children can practise and reinforce their single alphabet sounds.

The fourth Learning Climate is set up after the teacher has taught words related to the various subject areas. If, for example, near the end of September the teacher teaches why leaves fall or a poem about September or possibly a song related to autumn, she will put the newly learned words, meaningful to the child because they are related to the subject taught, on cards with the necessary markings such as syllables, basic sounds, vowels, etc. These will be placed on another activity table for further reinforcement and study. The cards would look like this:

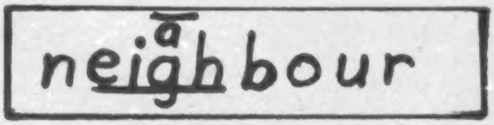


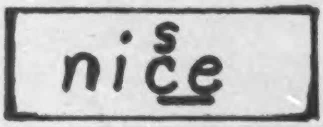




Through this activity, meaningful vocabulary grows by leaps and bounds. Children do not just memorize words. By means of inductive teaching, pupils understand and are able to apply what is taught.

Year II and III teachers will follow a similar pattern in setting up the Learning Climates. For the second and fourth climates, they will use Year II or III reader words or other words from poems and songs which they teach their class, marking the basic sounds, syllables, vowels, vowel variants, etc.





In the third climate for Years II and III, cursive writing will replace printing but in all other aspects the activity remains the same. The same basic tool sounds and rules must be continued throughout the three years if there is to be continuous progress. Remember that all of these climates not only help the slow child but also the child who has transferred to your class and may not have had this type of phonic background. It will also be easier for the child moving from one teacher to another if each teacher uses the same type of simple rules. Year II and III teachers will add more basic sounds and rules as the need arises, as well as reinforcing those already learned. The best way to ensure that children will remember the work taught is to continue to use various types of Learning Climates periodically. With some children they could be used a little all year round.

The fifth Learning Climate helps to prevent confusions in the minds of the children. The following problematic sounds are taught as the situations arise. They are further emphasized by placing words containing these sounds on cards and putting them on the activity tables for pupil participation in card games. Sometimes posters are made.

ir ur er
oo ew ui

The third sound of "ă" as in wănt, tăll, ăutumn, whăt
The third sound of "ŭ" as in pŭt, pŭll

The following sentences facilitate the learning of the "ur" and "ir":

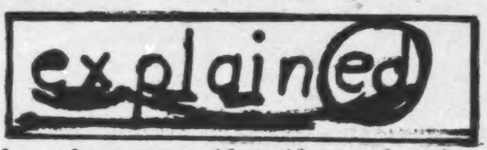
Mother was a nurse who went to church with a purple purse.

The third girl was the first to see the birds.

Chapter Nine gives more information on this subject.

Because the next two Learning Climates are of a higher level of learning, they are introduced later than the first five climates. The children have spent a great deal of time with phonic knowledge and how to make generalizations. Now there is a pronounced need to create a new Learning Climate where they may apply their phonic knowledge to new situations, thus bringing about that all-important step of transfer of learning. Specialists maintain that unless the information gained by the child is helping him in the future, it is of little value to him. Thus, the sixth Learning Climate, the discovery table activity, is set up. This gives him opportunity to work out unfamiliar words on his own. He applies his knowledge, makes generalizations and uses his rules to see if they fit the case. If they do not, he inquires, the entire process developing his facility to think critically. Learning by discovery brings about intrinsic motivation. A very detailed explanation for setting up this climate is given on pages 36 - 38.

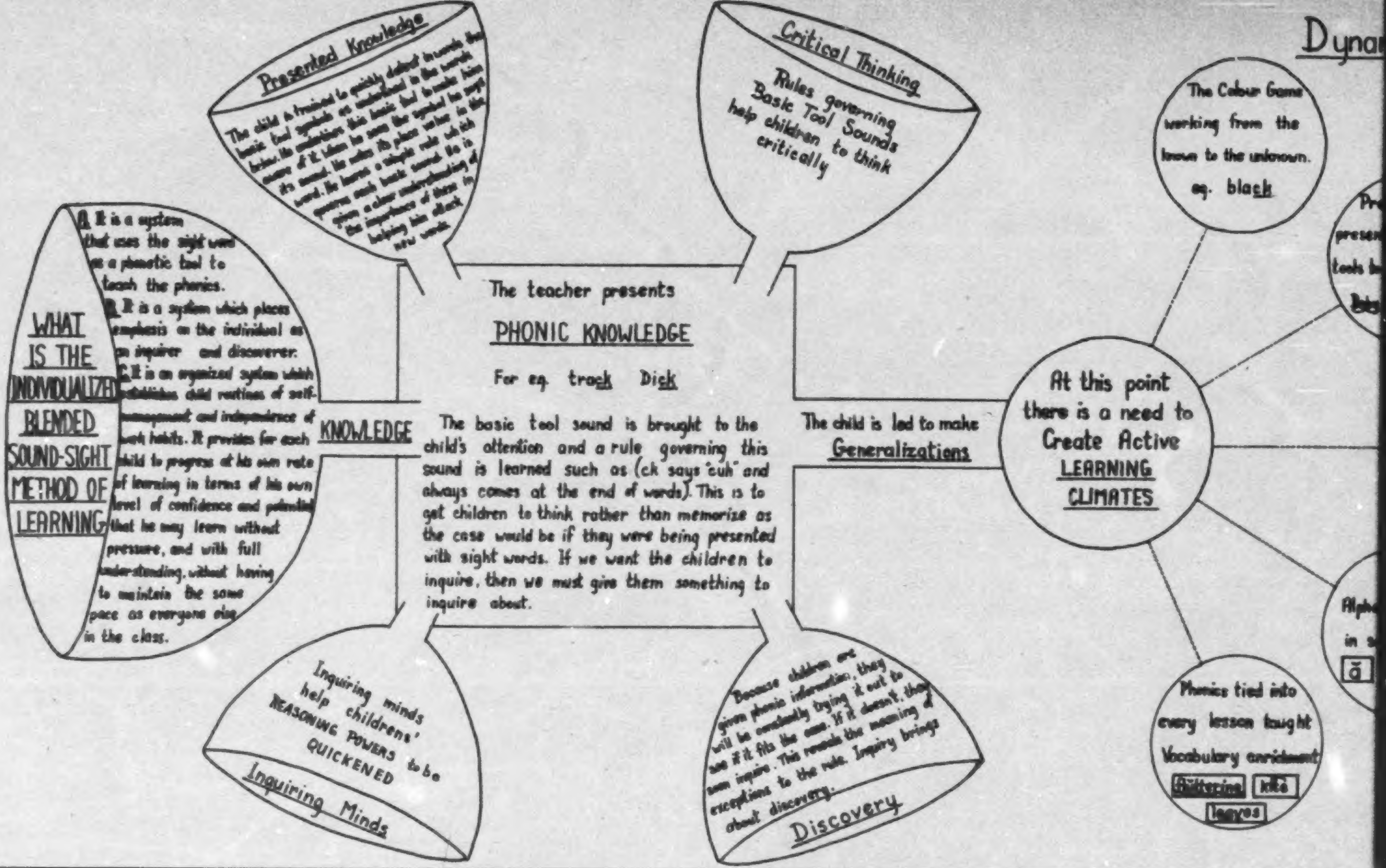
As an additional help to the teacher, perhaps we could describe the type of phonics going on in the child's mind as he scrutinizes words. Let us say the word is "explained".



At a glance he observes the three basic helpers which are underlined, ex, pl, ai. He has no problem in sounding ex because he has learned that x is one of the consonants that talks the loudest. He recognizes pl as a consonant blend. He recollects the ai rule by saying, "ai says ā and always comes in the middle of words." The ed which is circled represents the tail on the word. He says to himself, "If ed is the tail on the word, then explain is the main part of the word." Lastly he says the word to himself, dividing it into syllables. With this combination of techniques he has successfully unlocked a new word and is motivated to continue to attack the remaining words in the deck of cards.

A still higher level of learning is experienced when the child graduates to the seventh Learning Climate, the Individualized Library. The teacher selects the first fifteen or twenty books but from then on, the Individualized Reading Program becomes a reality. The child is now on his own. He reads his library book, shares it with a classmate and then proceeds to do an assignment of his choice. He may write a book report, describe a character from his book, compose a poem or write about interesting incidents related to the library book read that day. Read Chapter Seven for a complete description of the Individualized Library.

Once pupils have gained entrance to the library, the Individualized Program moves quickly into all subject areas.



Dyna
KNOWLEDGE
Presented Knowledge
Critical Thinking
Inquiring Minds
Discovery
Generalizations

WHAT IS THE INDIVIDUALIZED BLENDED SOUND-SIGHT METHOD OF LEARNING

A. It is a system that uses the sight word as a phonetic tool to teach the phonics.

B. It is a system which places emphasis on the individual as an inquirer and discoverer.

C. It is an organized system which establishes child routines of self-management and independence of work habits. It provides for each child to progress at his own rate of learning in terms of his own level of confidence and potential that he may learn without pressure, and with full understanding, without having to maintain the same pace as everyone else in the class.

Presented Knowledge

The child is trained to quickly detect in words the basic tool symbols as underlined in the words below. He underlines this basic tool to make him aware of it when he sees the symbol he says its sound. He notes its place value in the word. He learns a simple rule which governs each basic sound. He is given a clear understanding of the importance of these in helping him attack new words.

Critical Thinking

Rules governing Basic Tool Sounds help children to think critically

The teacher presents

PHONIC KNOWLEDGE

For eg. track Dick

The basic tool sound is brought to the child's attention and a rule governing this sound is learned such as (ck says "cuh" and always comes at the end of words). This is to get children to think rather than memorize as the case would be if they were being presented with sight words. If we want the children to inquire, then we must give them something to inquire about.

The child is led to make Generalizations

Inquiring minds help childrens' REASONING POWERS to be QUICKENED

Inquiring Minds

Because children are given phonic information, they will be constantly trying it out to see if it fits the case. If it doesn't, they soon inquire. This reveals the meaning of exceptions to the rule. Inquiring brings about discovery.

Discovery

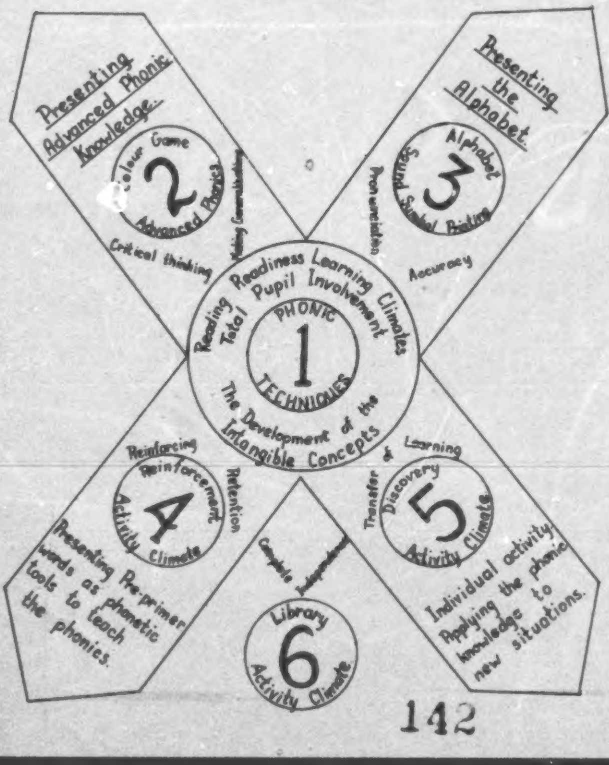
At this point there is a need to Create Active LEARNING CLIMATES

The Colour Game working from the known to the unknown. eg. black

Phonics tied into every lesson taught Vocabulary enrichment glittering kite leaves

Timeless Timetable One
Year I

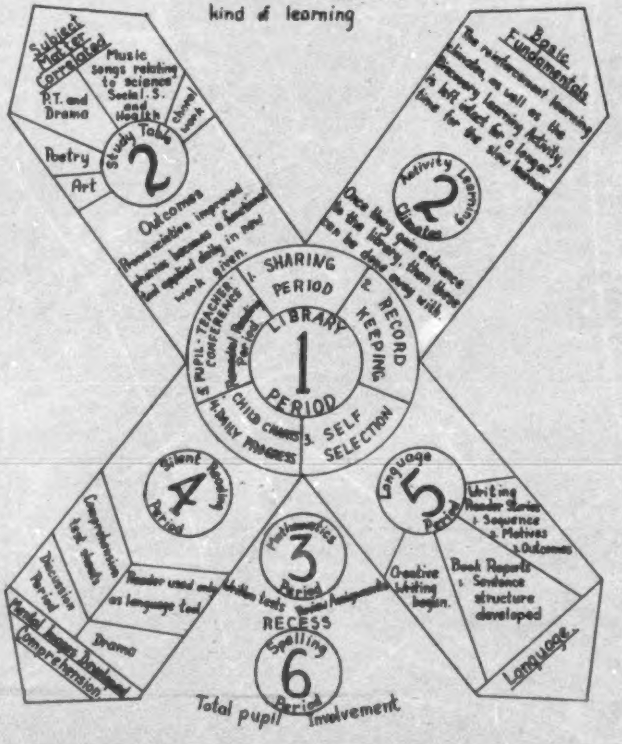
Individualized Program
With emphasis on
the individual



Presenting Advanced Phonic Knowledge.
Colour Game
2
Advanced Phonics
Critical thinking
Making Generalizations
Presenting the Alphabet.
Alphabet
3
Sound Symbol Pairing
Pronunciation
Accuracy
Reading Readiness Learning Climates
Total Pupil Involvement
PHONIC
1
TECHNIQUES
The Development of the Intangible Concepts
Reinforcing
Reinforcement
4
Activity Climate
Retention
Presenting Pre-primer words as phonetic tools to teach the phonics.
Transfer & Learning
Discovery
5
Activity Climate
Individual activity. Applying the phonic knowledge to new situations.
Complete Independence
Library
6
Activity Climate

Timeless Timetable Two
Year I

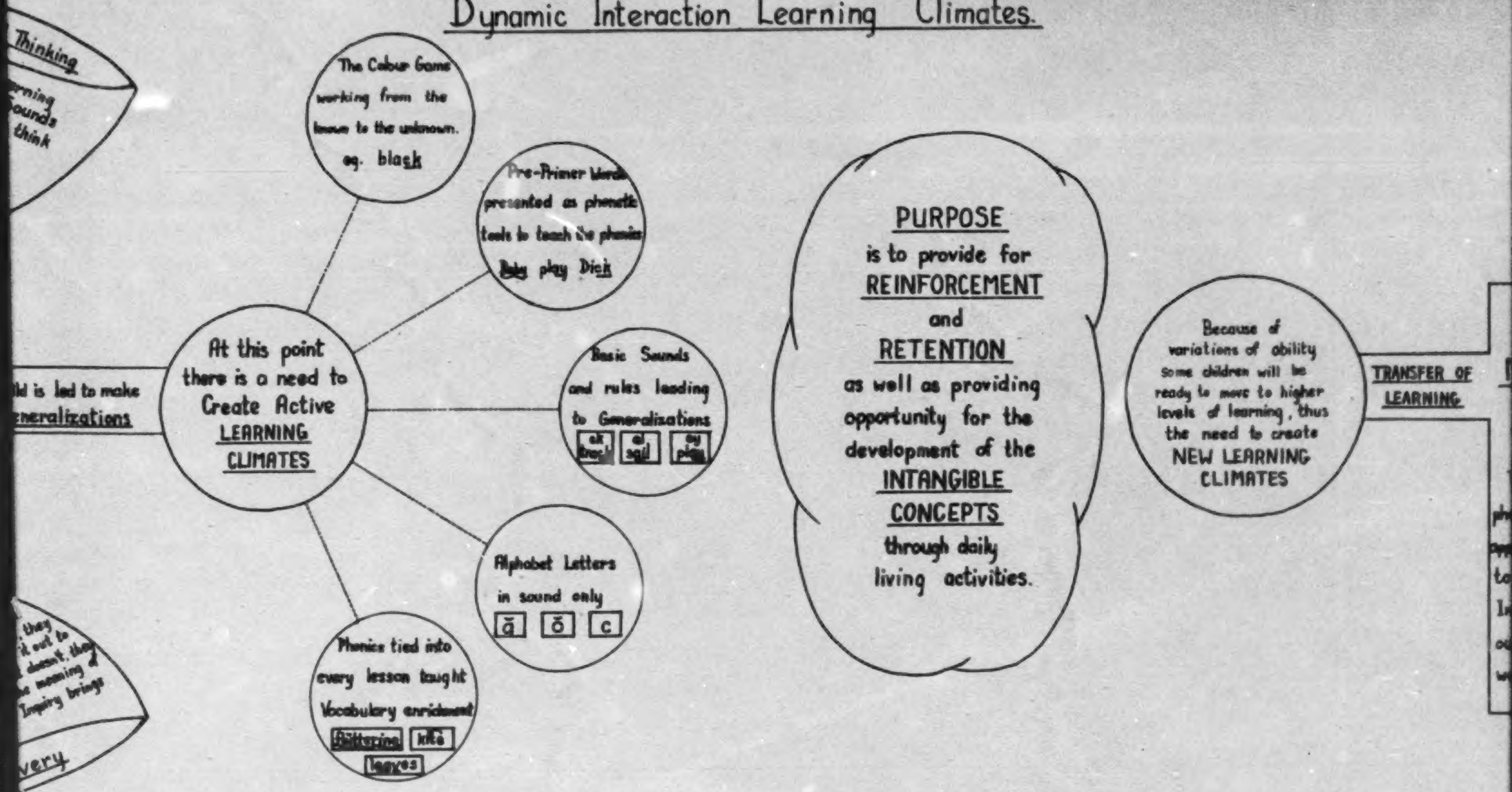
Flexible
It takes into account
differences in rate and
kind of learning



Subject Matter Correlated
Music songs relating to science Social S. and Health
P.T. and Drama
Choral work
Poetry
Art
Study Table
2
Outcomes
Pronunciation improved phonics becomes a functional tool applied daily in new work given.
Basic Fundamentals
The reinforcement learning climates, as well as the Discovery Learning Activity, is left intact for a longer time for the slow learner.
Activity Learning Climates
2
Once they gain entrance to the library, then these can be done away with.
1. SHARING PERIOD
2. RECORD KEEPING
3. SELF SELECTION
4. DAILY PROGRESS CHILD CHARTS
5 PUPIL-TEACHER CONFERENCE
Remedial Reading Period
LIBRARY
1
PERIOD
Silent Reading
4
Period
Comprehension test sheets
Discussion Period
Reader used only as language tool
Drama
Mental Images Developed
Comprehension
Mathematics
3
Period
Written tests
Review Assignments
RECESS
Spelling
6
Period
Total pupil Involvement
Language
5
Period
Writing Reader Stories
1. Sequence
2. Motives
3. Outcomes
Creative Writing begun.
Book Reports
1. Sentence structure developed
Language

The circles at the
Activity Learning Cli
set up early in the
These will remain
as the teacher deem
new incoming pupil
system who have
background, the te
necessary to add
used in Year I, a
activities, and provid
pupils to actively
that the teacher m
children are missin
in these learning cli
value to the child an
basic phonic essentia
key figure. She has
changes in the above
herself and her clas
which she knows her
in. These climates will
as children progres
It is suggested
be used extensive
2 or 3 weeks in
1 or 2 weeks in
depend on each t

Dynamic Interaction Learning Climates.


Thinking
At this point there is a need to Create Active LEARNING CLIMATES
The Colour Game working from the known to the unknown. eg. black
Pre-Primer Words presented as phonetic tools to teach the phonics
Baby play Dick
Basic Sounds and rules leading to Generalizations
ai sail
ay play
Alphabet Letters in sound only
ă ŏ c
Phonics tied into every lesson taught Vocabulary enrichment
kite
leaves
Because of variations of ability some children will be ready to move to higher levels of learning, thus the need to create NEW LEARNING CLIMATES
TRANSFER OF LEARNING
very

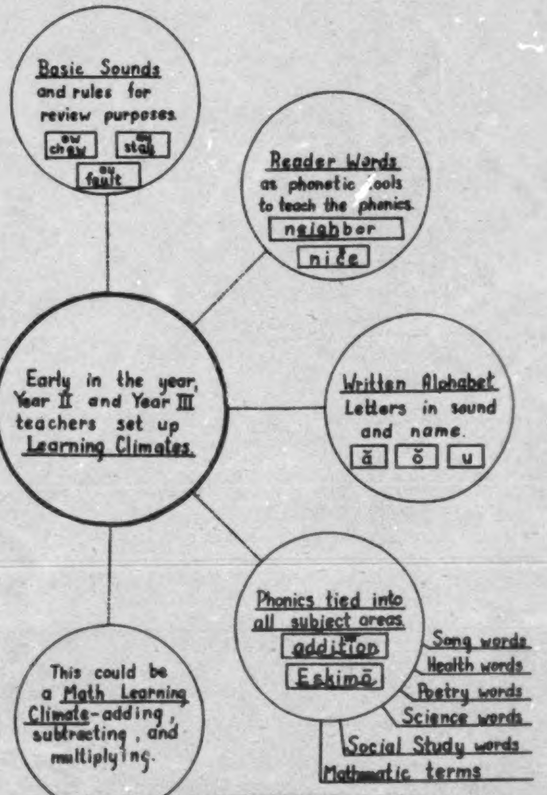
PURPOSE
is to provide for
REINFORCEMENT
and
RETENTION
as well as providing opportunity for the development of the
INTANGIBLE CONCEPTS
through daily living activities.

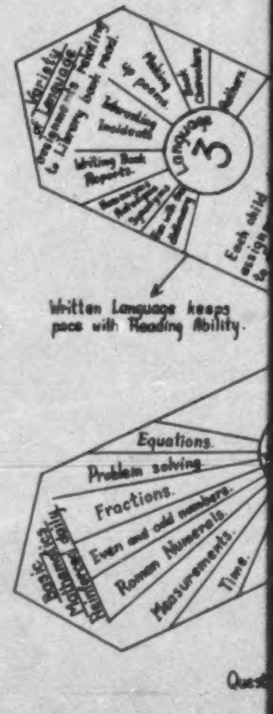
ible Two
I
ble
account
rate and
ing
Basic Fundamentals
The reinforcement learning climates, as well as the Discovery Learning Activity, is left intact for a longer time for the slow learners.
Activity Learning Climates
2
Once they gain entrance to the library, then these can be done away with.
RECORD KEEPING
SELF SELECTION
Language
5
Writing Reader Stories
Sequence
Motives
Outcomes
Book Reports
Sentence structure developed
Creative Writing begins.
Language
olvement

Year II and III Learning Climates.

The circles at the right represent the Activity Learning Climates which are set up early in the year for Year II and III. These will remain intact only as long as the teacher deems it necessary. For new incoming pupils from outside the system who have not had this phonic background, the teacher may find it necessary to add some of the activities used in Year I, as well as Year II activities, and provide more time for these pupils to actively participate. New work that the teacher may feel that these children are missing while participating in these learning climates, will be of little value to the child anyway if he hasn't the basic phonic essentials. The teacher is the key figure. She has the right to make any changes in the above climates to suit herself and her class, in the kind of work which she knows her class needs reinforcement in. These climates will continue to change as children progress.

It is suggested that these climates be used extensively in the first 2 or 3 weeks in Year II. Perhaps 1 or 2 weeks in Year III. This will depend on each teacher's class.


Early in the year, Year II and Year III teachers set up Learning Climates.
Basic Sounds and rules for review purposes.
ew chew
ay stay
au fault
Reader Words as phonetic tools to teach the phonics.
neighbor
nice
Written Alphabet Letters in sound and name.
ă ŏ u
Phonics tied into all subject areas
addition
Eskimō
Song words
Health words
Poetry words
Science words
Social Study words
Mathematic terms
This could be a Math Learning Climate-adding, subtracting, and multiplying.


Variety of Language
Writing Book Reports
Interesting Incidents
Language
3
Each child
Written Language keeps pace with Reading Ability.
Equations
Problem solving
Fractions
Even and odd numbers
Roman Numerals
Measurements
Time
Basic Mathematical skills
Reinforce
Ques

g Climates.

PURPOSE
is to provide for
REINFORCEMENT
and
RETENTION
well as providing
pportunity for the
velopment of the
INTANGIBLE
CONCEPTS
through daily
living activities.

Because of variations of ability some children will be ready to move to higher levels of learning, thus the need to create NEW LEARNING CLIMATES

TRANSFER OF LEARNING

The Motivated Method of Discovery

The child uses his past phonic experiences and applies his phonic knowledge to new situations.
In other words, he works out new and unfamiliar words on his own.

The Childs' **ULTIMATE GOAL**

The Individualized Library

Once independence is attained, the child immediately gains entrance to the Library.
Each individual gains entrance when He is ready.

The teacher helps him select his first 15 or 20 books

then comes

Self Selection of the **Books** which interest him most.

PURPOSE
Continuous progress
to bring about
COMPLETE INDEPENDENCE
and a continuation of the
development of the
INTANGIBLES

Climates.

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year,
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be
rning
g,
and

Reader Words
as phonetic tools
to teach the phonics.
neighbor
nice

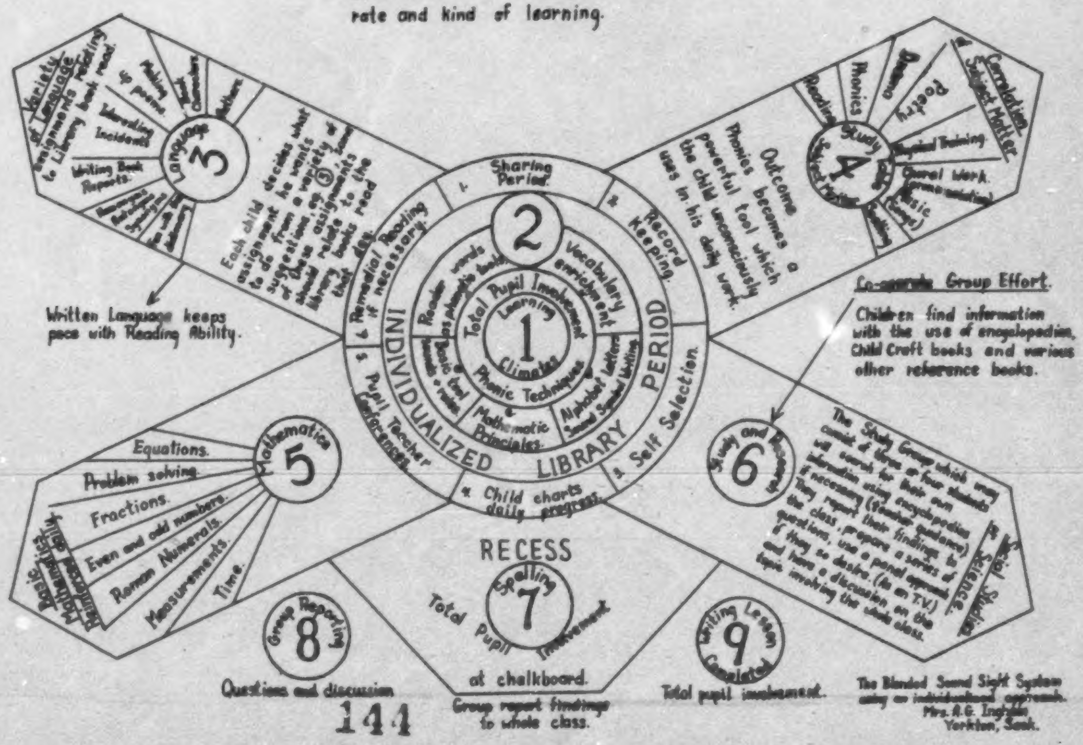
Written Alphabet
Letters in sound
and name.
ă ŏ u

Phonics tied into all subject areas
addition
Eskimō

Song words
Health words
Poetry words
Science words
Social Study words
Mathematic terms

Timeless Timetable
Year II and III

A Flexible Individualized Program which takes into account differences in rate and kind of learning.


1
Learning Climates
Total Pupil Involvement
Phonic Techniques & Mathematic Principles
Reader words as phonetic tools
Basic tool words & rules
Vocabulary enrichment
Alphabet letters Sound Symbol Writing
2
1. Sharing Period
2. Record Keeping.
3. Self Selection.
4. Child charts daily progress.
5. Pupil Teacher Conferences.
6. Remedial Reading if necessary.
INDIVIDUALIZED LIBRARY PERIOD
3
Language
Variety of Language assignments relating to Library book read.
Interesting Incidents
Writing Book Reports.
Each child decides what assignment he wants to do from a variety of suggestions, eg. variety of Language assignments relate to the library books read that day.
Written Language keeps pace with Reading Ability.
4
Study
Reading
Phonics
Drama
Poetry
Physical Training
Choral Work.
Music (Songs)
Correlation of Subject Matter
Outcome
Phonics becomes a powerful tool which the child unconsciously uses in his daily work.
5
Mathematics
Equations.
Problem solving.
Fractions.
Even and odd numbers.
Roman Numerals.
Measurements.
Time.
Basic Mathematic skills Reinforced
6
Study and Research
The Study Group which may consist of three or four students will search for their own information using encyclopedias if necessary (Teacher guidance). They report their findings to the class, prepare a series of questions, use a panel approach if they so desire. (As on T.V.) and have a discussion on the topic involving the whole class.
Science
Social Studies
Co-operative Group Effort.
Children find information with the use of encyclopedias, Child Craft books and various other reference books.
RECESS
7
Spelling
Total Pupil Involvement
at chalkboard.
8
Group Reporting
Questions and discussion
Group report findings to whole class.
9
Writing Lesson Completed
Total pupil involvement.

The Blended Sound Sight System
using an individualized approach.
Mrs. A.G. Ingham
Yorkton, Sask.

Chapter Fifteen

BASIC PROCEDURES IN INDIVIDUALIZED INSTRUCTION

Using the Individualized Approach in Division I - Years I, II, and III

At fifteen minutes to nine o'clock, pupils are usually given permission to enter the classroom. They will be trained to sit down at the various Learning Climates which have been set up and to begin to interact. They may go to whatever climate they will enjoy. Children of this age will be inquisitive enough to try all climates. Therefore, they will have opportunity to reinforce their learning in the various areas of work.

When the bell rings at nine o'clock, the children automatically form a group and remain standing for the Opening Exercises. Then the teacher asks the class to be seated in a circle on the floor or somewhere close to her. Together they discuss and plan or make changes if necessary in the day's schedule. Although the teacher has planned a great deal of her work for the day, innovations take place when something of vital importance and interest to the children occurs. Refer to pictures.

While the class is still in one group, the teacher will perhaps refer to the poem, song or choral work which she will now have them discuss, sing or say. (Refer to study table section on the timeless timetable chart, page 108a) If the teacher feels that there is a need to continue the Activity Learning Climates she will make this suggestion to the class. Then the class disperse to their various activity climates. The teacher will make it a point to observe and guide these activities closely because it is now that she can find individual problems in reading skills as well as behavioural attitudes and thus provide the necessary remedial work. Now the teacher has opportunity to aid in the development of the intangibles.

By approximately 9:30 or 9:40 o'clock, the teacher will call the activities to a halt and suggest that each pupil find a partner to begin the Sharing Period. In pairs they read aloud to each other. The teacher walks about the room listening to many pupils reading with expression and discussing incidents relating to the library books which they are reading. She may stop to ask questions, not because she thinks that they are not comprehending, but for her own enjoyment. Comprehension is obvious as she hears their expressive reading and intonation. The answers she gets at times motivates her. Of course, the teacher will take time to listen to the pupils who need her most. This is her time to have Pupil-Teacher Conferences. Observation reveals the needs and the teacher will do remedial work now. If she finds that several children have similar problems she will group them just long enough to teach the reading skills needed. Flexibility such as this is in vogue in any learning situation.

The teacher may not appear to be using the reader to any great degree with the faster pupils but she will use it to teach the three or four pupils who need guidance and further training in how to work independently. All classroom teachers can provide time for consistent remedial reading instruction. Unusual cases may be reported to other experts if necessary.

When one or two children finish library reading during the Sharing Period and select their new book for the next day, they record the book which they have read and mark their progress chart. They automatically move to the next area of work. The child will know what subject is next by referring to the timeless timetable. The next subject may be language. The timetable suggests a few things that may be done in the language period. When the assignments are completed and handed in, the teacher marks them. While marking the work, she may be interrupted occasionally by pupils who need her help. Children with greater ability move along at their own rate of speed. Slower pupils are not expected to complete all assignments nor to do the same assignments as the faster pupils.

We can come to the conclusion that teachers do have time to work with individuals who need her, chiefly because the responsibility for learning has been placed on the child rather than on the teacher in the individualized approach to reading. Children who have learned initiative and responsibility complete all work and find new projects to try out. This gives the teacher more time to mark work and to call individuals to her desk to make corrections immediately. These oral conferences give the teacher more time to evaluate the work of children and to understand each individual better. Individualized Instruction does not mean more work; it means different work with different emphasis. This does not mean more time spent; it means time spent differently.

Teachers who use an Individualized Program do not need to spend valuable time preparing tests, administering tests, and marking tests, leaving very little or no time for personally helping each individual correct his mistakes. Mistakes are opportunities to learn but if mistakes are not corrected, the learning suffers.

From the language period the child will move to the next area of work, that of mathematics according to the timeless timetable Mathematic assignments are presented on coloured bristol board and deal with the basic mathematical principles. Mathematical problems can also be similarly arranged on bristol board or paper, ready to be flipped into place quickly. (Workbooks in mathematics and other types of workbooks, I hope not too many, are completed and corrected in the afternoon.) Assignments will vary from time to time depending on what the teacher wishes to stress. She spends time with the slower pupils, using concrete materials to ensure the learning of the concept. Refer to the pictures, (page). Those who do not need this are not expected to waste time doing it. They may carry on with the mathematic assignment, hand it in for correction and then proceed to other work. The teacher is the key figure and she must individualize the method to suit the situation.

Pupils who finish the five or six subjects and have time to spare are given opportunity to work with the CO-OPERATIVE EFFORT GROUP. These are pupils who like to do project work, looking up information on topics in which they are interested such as social studies and science. In so doing, they learn to use encyclopedias, Child Craft books and other sources obtained from the centralized library. If necessary, the librarian can assist them in finding what they require. For example, if a group wished to study about a particular country, perhaps two pupils could look up information on the sports of that country while others looked up the people and location of the country. They would write the information in their books and proceed to make a series of questions related to their topic. They would ask each other questions orally. The CO-OPERATIVE EFFORT GROUP would likely work on a project like this for three or four days before reporting it to the class. When their project was completed, they would present it to the class as a whole. After reporting their findings to the class, they would involve the whole class in discussion and many excellent suggestions could spring forth which would make topics for future research.

The teacher's role in these group projects is to help the pupils find suitable reference books. At this age, they need a great deal of guidance. The teacher will make suggestions as to how pupils might organize themselves so that their time may be used to the best advantage. She may make arrangements with the librarian to help them with research skills. The group and teacher will discuss what topics the pupils wish to work on and she will provide a time and a suitable place for them to work. They learn the real meaning of initiative, responsibility, cooperation and independence. Their first attempts at this type of work may be very feeble, but after considerable practice they will advance in research skills, learning how to condense material, how to make various kinds of questions, how to speak to a large group of people and how to use good sentence structure.

After the morning recess, spelling at the chalkboard provides daily, total pupil involvement. At this time the teacher observes those pupils who are not sure of the phonic spelling rules so essential for good spelling. The same technique used in teaching reading is used in spelling. It is vitally important that there is active participation in spelling rules daily if there is to be continuous progress. The teacher also discovers those pupils who can use the phonic rules when applied to new and unfamiliar words to be spelled.

If there is to be continuous progress in spelling throughout the grades then Year II and III must continue to involve all the pupils in daily chalkboard practice, saying the rules and applying them to the words being studied. (The faster child enjoys saying the rules. The slower child assimilates what he can.) If this procedure is practised throughout Years II and III, it will result in permanent retention. In other words, he will have so overlearned these rules that in future grades he will be able to apply them to any new situation independently even if the teacher has not made reference to them. The ideal situation, of course, would be for the teacher to be so equipped with this knowledge that as the child inquires, she would be able to guide him rather than just give him the answer.

Let me repeat then that there are three constituents necessary in bringing about continuous progress in spelling.

(1) Daily practice involving all pupils (at chalkboard).
(2) Daily application of phonic rules related to words being studied.
(3) Use of the same simple rules taught in Year I.

I have endeavoured to explain the procedures taken, using an individualized approach. You will note that these describe the morning session only. New concepts in mathematics may be taught in the morning or afternoon. The afternoon sessions are used to teach new subject matter to the entire class. For example, if the teacher wishes to teach music using band instruments, she will find that the first period in the afternoon is a good time to set up the instruments before the bell rings. If she wishes to teach art, part of the noon hour will provide the time to set up the necessary materials. The Blended Sound-Sight System using the individualized approach does not deal only with individualized instruction in reading, but individualized instruction in all other subjects.

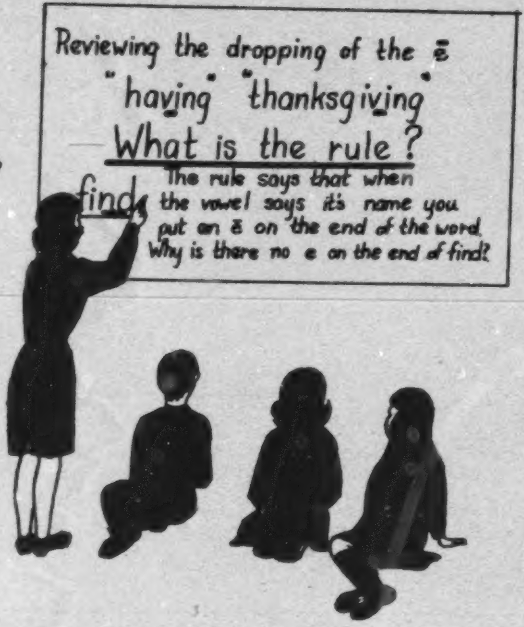
T

Remedial Reading is done by Classroom teacher.

Individual help given when need

Flexibility

Group only long enough to teach the common problem or skill. →



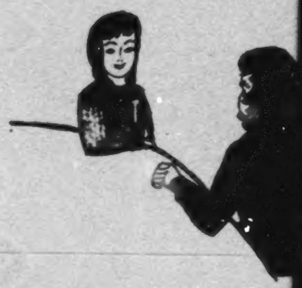
Reviewing the dropping of the ē

"having" "thanksgiving"

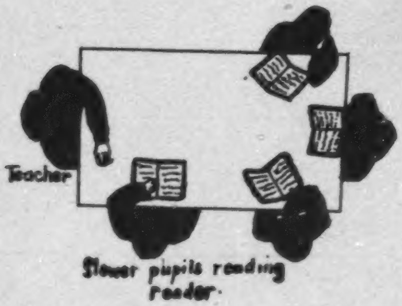
What is the rule?

find

The rule says that when the vowel says it's name you put an ē on the end of the word. Why is there no e on the end of find?



Pupil Teacher Conferences.

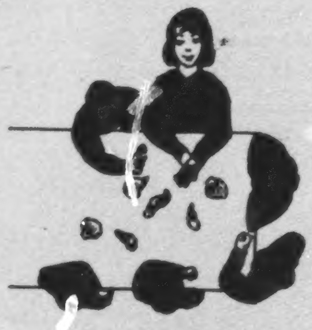


Faster pupils reading library books

Sharing During the Library Period

Flexibility

The teacher's teachable moments.



Sea Shells

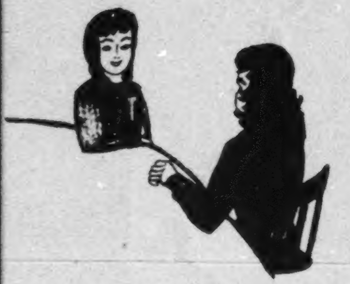
Sea shells, sea shells
Sing a song for me
Sing about the ocean
Tell me about the sea
Sea shells when I hold you near
I can hear the ocean

1. The children read the verse.
2. Mark the phonics.
3. Say it for choral work.
4. Sing it.
5. Use it as a science lesson.
6. Write it from memory.

Sets the Tone for the Day

The Child Grows In

dual help
when needed.



nces.

library books

g
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d

Correlation

Tying Phonics into every lesson

The Study Table Period
Correlating Subjects.

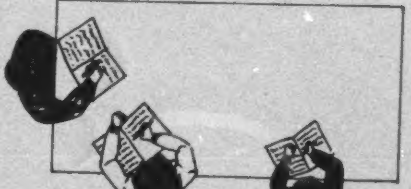
Music, Social Studies & Phonics

The Eskimo

In the lănd of ice and snow.
Lives the frosty Eskimo.
He keeps warm out in the snow.
Wrapped in fur from head to toe.
In the lānd of polar air
Lives the frosty polar bear
In the icy water hē....
Can go swimming in the sea.
In the lānd of midnight sŭn.
Man goes hunting with a gŭn.
Polar bear you'd better rŭn.
What may happen, won't bē fŭn.

Correlating - Social Studies Language, Spelling, Printing and Phonics.

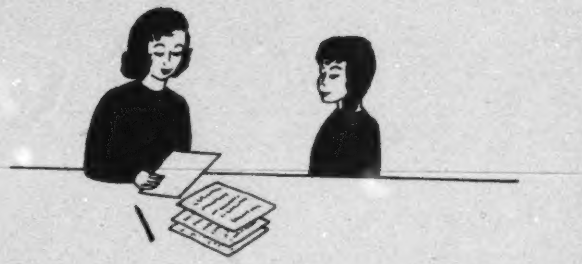
The child grows in and through reading



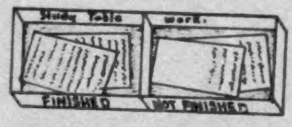
Children copy the song related to Social Studies (previously sung) They mark and study Phonics Spelling and Language mechanics.

N.B. ✱ **The next day they do Self Testing**

Same day marking.



Slower pupils who are not ready for the study period will do formal sentence printing and Day Book work from Green workbook which provides simple questions for them to answer related to the reader.



There must be routine and self-management.

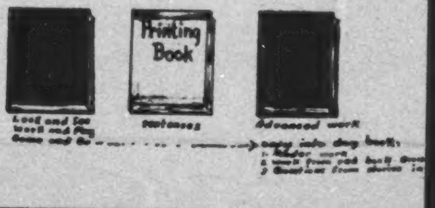
The child is taught independence of work habits.

Various types of seatwork or Language Assignments which the teacher wants completed could be done after the printing period.

The next day the children do their own self-testing and then put it on the teacher's desk.

As work is c
completed it
boxes, such
Finished
Not Finish

There are va
work which co
after the shor
faster children or
study table proce
may begi

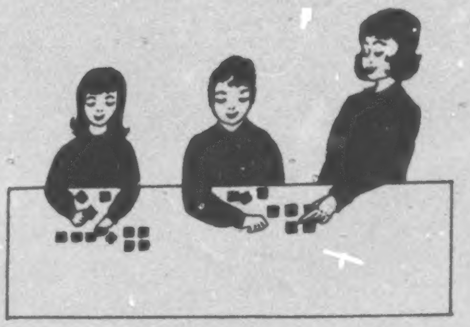


and Through Reading

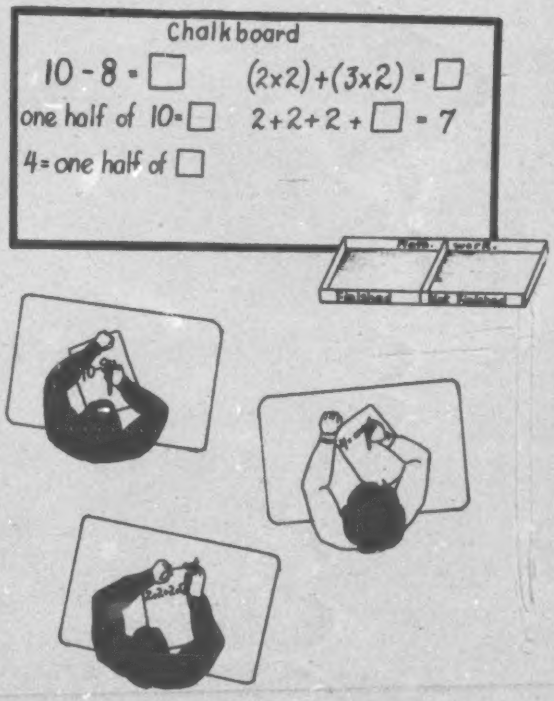
Year I Year II

Mathematics.

Language



Teacher does her own remedial work in Mathematics


Chalkboard
10 - 8 = ☐
(2x2)+(3x2) = ☐
one half of 10 = ☐
2+2+2+☐ = 7
4 = one half of ☐
Math. work.
Finished
Not finished

ed or not
in

inds of
completed
iod if
dy for the
they

These children are reinforcing and testing their mathematics.

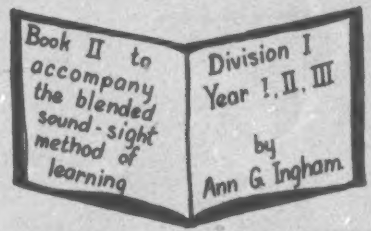
Instruction

1. Some children will write reader stories while others will write about the library book story which they read to-day.
2. Working in the language - phonic book set up for year I, II and III.

Chalkboard

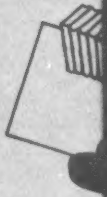
Language su
based on chi

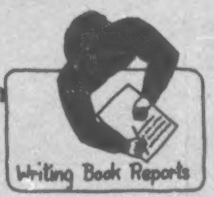
1. Authors.
2. Book char
3. Making up
4. Writing ab interesting related to book read
5. Homonyms
6. Fun with the

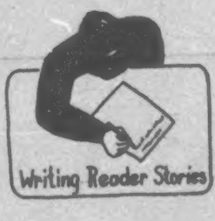

Book II to accompany the blended sound-sight method of learning
Division I
Year I, II, III
by
Ann G. Ingham

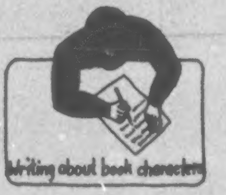
The Red Workbook deals with various phases of Comprehension

Written Languag
keep pace with re




Writing Book Reports


Writing Reader Stories

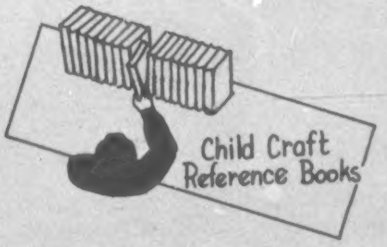

Writing about book characters

Year II & III
uage

Chalkboard Instruction
Language suggestions based on child interest.

1. Authors.
2. Book characters.
3. Making up poems.
4. Writing about interesting incidents related to library book read to-day.
5. Homonyms synonyms.
6. Fun with the dictionary.

itten Language should
p pace with reading ability.


Child Craft
Reference Books

ing Book Reports

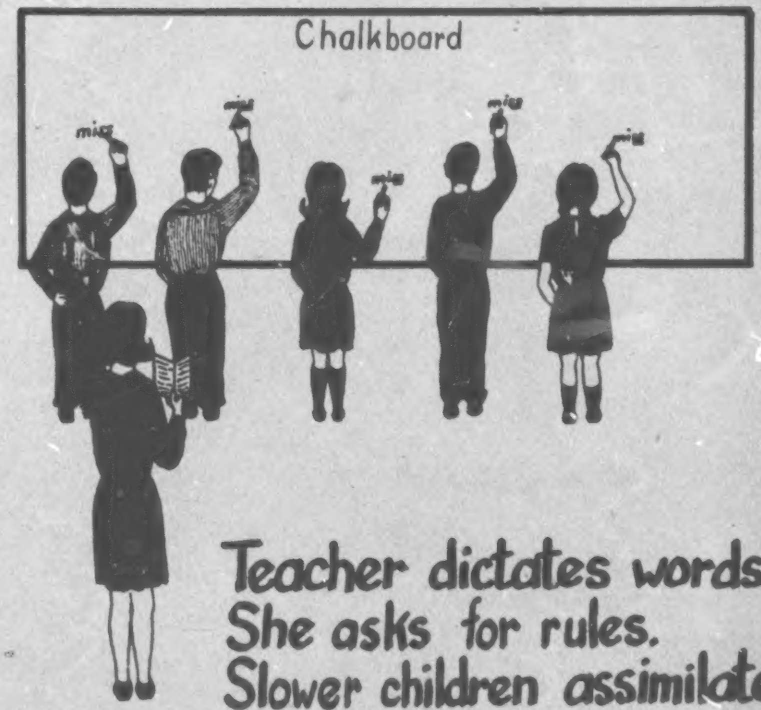
iting about book characters

Writing about authors.

RECESS

Spelling

Daily spelling activity at chalkboard.


Chalkboard

Teacher dictates words.
She asks for rules.
Slower children assimilate what they can.

The slow child is never pressured to say the rules.

Part Two - Chapter One

PRACTICAL HELPS FOR TEACHERS

TIME TABLES

The First Timetable (two to three weeks)

9:00-9:10 Opening Exercises

9:10-9:30 Reading readiness

Finding children's previous background experience in a variety of ways.

1. Test papers - Which is different?
2. Observation of the attitude of listening when instructions are given.
3. Interests - Individuals tell the class what interests him most.
4. Nursery rhyme background - Children given the opportunity to recite verses they may know.
5. Story telling - Encourage children to tell stories so that their imaginative and dramatic abilities may be observed.
6. Rhythmical activities with plenty of body movements while the teacher observes each child's behaviour.

9:30-10:00 Printing

1. Sound -
   - (a) What the symbols are.
   - (b) How the sound is produced kinesthetically.
2. Symbol - Careful instruction as to how each letter is printed.

10:00-10:30 Vocabulary

1. Colours:
   - (a) Purposeful activities which focus attention on a particular sound as "ee" in "green".
   - (b) Reader words presented but not taught as sight words.
     Reader words are taught the very first day of school and taught daily. They are reinforced through activities where children learn by doing !

10:30-10:45 Recess ----------------------------------

10:45-11:00 Mathematics - Test to find out what children know.

11:00-11:15 Music - Singing games (action songs.)

11:15-11:30 Purposeful Seatwork:
Seatwork based on previous lessons taught
1. Reviewing initial consonants.
2. Seatwork based on pre-primer words introduced.
3. Seatwork based on the colours taught.

1:30-1:45 Story read by the teacher
1. Review vocabulary and basic tool sounds through the use of a variety of activities followed by purposeful seatwork.
2. Art - At the beginning of the year art may be incidental occurring as a necessary part of the reading seatwork.

2:15-2:30 Subject lessons taught
1. Poetry
2. Health - Why we drink milk.
3. Social Studies - Our family.
4. Science - Bird migration.
The above lessons are alternated. Phonics is tied into every lesson.

2:30-2:45 Recess ---------------------------------------

2:45-3:00 Mathematics
1. Teaching new concepts.
2. Reviewing.
3. Seatwork.

3:00-3:15 Radio broadcast on Monday
Music Supervisor on Tuesday
Physical Education on Wednesday
Choir practice on Thursday
Films on Friday

3:15-3:30 Reviewing basic sounds as stressed in the colour game (or flash cards). Review initial consonants (flash cards made in the form of leaves).

The Second Timetable - October

8:45-9:00 Activity Table I in progress

1. As soon as children arrive at school they play cards around the Activity Table.
2. The teacher listens to individual reading of library books or parts thereof.

9:00-9:10 Opening exercises

9:10-9:40 Checking of library books

The individualized library is set up and used daily along with the basal reader.

1. After the opening exercises the teacher listens to pupils read their library books while the other children do book reports.
2. After hearing each child read here and there throughout the library book the teacher questions him on various parts of the story to test his comprehension.
3. Only those who can attack new and unfamiliar words may advance to the library. Some children are ready by the middle of October.

9:40-10:00 Formal spelling

Informal spelling precedes formal spelling by about two weeks.

1. Words are taught for meaning.
2. Words used for spelling:
    a) reader words
    b) Ayres list
    c) child's own vocabulary words
    d) Children go to the blackboard and print the word as it is dictated. Then they give the spelling rule. They also underline the part that tells about the rule.

10:00-10:15 Language develops from the spelling

1. Children make up their own spelling sentences and print them in their books.
2. By November they write reader stories.
3. Creative writing is begun in January and February.
4. During March and April children write book reports from their library reading.

10:15-10:30 Corrections and individual help.

10:30-10:45 Recess ----------------------------------

10:45-11:00	Math 1. Children are sent to the blackboard so that the teacher may observe individual efforts. 2. Concrete materials are used to clear up any misunderstanding.
11:00-11:15	Seatwork Seatwork given and the teacher works with individuals who need extra help.
11:15-11:30	Phonic review activities 1. Basic sounds. Initial consonants and endings--activity flash cards. 2. Phonics worksheet or workbook--seatwork.
Noon Hour	--
1:30-1:45	Story time Teacher reads or several pupils take turns reading.
1:45-2:00	Basal reader Reading for comprehension: 1. How the story characters feel 2. What is the main idea of the story? 3. Reading for expression 4. Arranging ideas in sequence 5. Attention to periods, commas and capitals
2:00-2:15	Physical Education
2:15-2:30	Reading seatwork 1. Children answer in complete sentences, questions based on the reader story. 2. Another day the children will write the reader story without the use of the reader. This exercise is alternated with advanced comprehension reading.
2:45-3:00	Spelling Practice Children participate by writing words on the blackboard as the teacher dictates the words.
3:00-3:15	Radio broadcast (Monday) Health (Tuesday) Science (Wednesday) Socials (Thursday) Poetry (Friday) Phonics is taught in every subject.
3:15-3:30	Seatwork based on Science, Socials or Health

3:30-3:45 Film on Monday
Music Appreciation on Tuesday
Art on Wednesday
________________ on Thursday
________________ on Friday

3:45-4:00 Give out library books. Children do room duties.

Day Book.

Month .... Day .... Date ....

Time	Subject	Details
9.00 - 9.10		Opening Exercises.
	Directions.	Teach left and right. Demonstrate how to hold the pencil. Direction of printing books for left and right handers.
9.20 - 9.45	Printing and Sounding.	Teach the class how to print c, ŏ, ă., and sound them.
9.45 - 10.00		Other Subjects.
10.00 - 10.15	Reading Readiness.	Teacher-made tests are given to find the child's previous experience. For example - (Find the one which is different.)
10.15 - 10.30	Phonic-Activity	Colour Game. Teach ee. ow. ck. as in green, yellow and black. These word cards should be left where the children can play this game in their spare time. Two more sets of the same words should be prepared. One set is placed above the chalkboard and the other set is placed on the table. (Activity Table I) at the back of the room. Refer to ....
10.30 - 10.45		......RECESS......
10.45 - 11.00	Seatwork	1. Underline the basic sounds ee, ow and ck. 2. Cut and paste. (car seatwork.)
11.00 - 11.30		Other Subjects.
11.30 - 1.30		......NOON......
1.30 - 1.40		Children tell stories.
1.40 - 1.55		Basic sounds identified in pre-primer words. Teach Dick and Jane.
1.55 - 2.15	Seat work.	1. Underline basic sounds 2. Cut and paste. (Dick and Jane).
2.15 - 2.30		Other subjects.
2.30 - 2.45		......RECESS......
2.45 - 3.00		Review c, ŏ, ă. 1. The children go to the chalkboard. 2. They watch the teacher and listen for the sound she says. 3. They say the sound and think of the position of their lips. 4. They print it on the board.
3.00 - 3.30.		Other Subjects.
The child.		Evaluation of the day's work.

Month.............. Day.............. Date..............		
Time	Subject	Details.
9.00-9.10		Morning exercises.
9.10-9.25	Printing.	Teach d, ĕ, j, J.
9.25-9.45	Review	c, ŏ, ă. The teacher sounds one of these letters. The children say the sound after her, thinking of the shape of their lips as they do so. They print it on the board. The teacher gives individual help where needed.
9.45-10.15		Other Subjects.
10.15-10.30	Reading Readiness	Test papers. For example ..... Circle the ones that are exactly the same.
10.30-10.45		......RECESS......
10.45-11.00	Phonic Activities.	Teach the basic sounds "ue" and "ow". as in blue and brown using the Colour Game approach. One set of cards is placed above the blackboard while the second set remains with the Colour Game.
11.00-11.15	Seatwork.	1. Underline the basic sounds ..... 2. Cut and paste. (Wagons.).
11.15-11.30		Corrections.
		......NOON......
1.30-1.45	Reading Readiness	1. Listening for rhyming words. 2. Children say rhymes that they know.
1.45-2.00		Pre-primer words and sounds reviewed. 1. Review Dick "ănd" Jane. stressing the importance of "ănd." 2. Use children's names to show it's natural use. John "and" Mary. Since they know the sound of ă, a curved line is put over the ă to remind each child of its sound. N.B. Place all words taught on Activity Table I. for further reinforcing.
2.00-2.30	Seatwork	Seatwork on the above.
2.30-2.45		......RECESS......
3.00-3.30		Other Subjects.
The child.		Evaluation of day's work

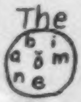
Month............ Day............ Date............

Time	Subject	Details
9:00 - 9.10		Opening exercises.
9.10 - 9.25	Printing and Sounding.	Teach b. f. and s.
9.25 - 9.45	Review	Reviewing c. ŏ, ă, d, ĕ, j. The children participate at the blackboard, as has been previously explained.
9.45 - 10.00		Other Subjects.
10.00 - 10.15		Seatwork and corrections.
10.15 - 10.30		Identifying basic sounds in pre-primer words. Teach ōh lo͝ok, lo͝ok. These words are said with expression to convey their meaning. They note the shape of their mouth when saying ōh. The children are told that the oo says u. as in "put" when followed by a "k". The teacher places the long curved line over the o͝o. The faster achievers grasp these rules the very first days of school. The slower achievers assimilate what they can. N.B. Place these words on the Activity Table I, when the lesson is finished.
10.30 - 10.45		...... RECESS ......
10.45 - 11.00	Seatwork	Seatwork on the above lesson.
11.00 - 11.15		Corrections.
11.15 - 11.30		Other Subjects.
		...... NOON ......
1.30 - 1.45	Reading Readiness	Listening for specific sounds as the teacher and class say the words of a song to be learned. Basic sounds are identified..
1.45 - 2.00	Acting.	Syllables or beats are noted. Body movements give them a feeling of rhythmn. They sing the song.
2.00 - 2.15	Phonic Activity	Colour Game is played as the teacher introduces the sounds "ur" and "wh" as in purple and white. These words are taught in the same way as green and yellow. and black were taught.
2.15 - 2.30		Seat work on the above lesson.
2.30 - 2.45		.... RECESS.......
3.00 - 3.30		Other Subjects.
The child		Evaluation of day's work

Month.............. Day.......... Date..........

Time	Subject	Detail
9.00-9.10		Opening exercises
9.10-9.25	Printing	Teach T, m and n.
9.25-9.45	Review	Review the previous letters taught. The teacher says the sound, and the children print it. The teacher prints it on the board after the children have printed it. If the children have difficulties, the teacher continues her demonstrations until the difficulties are cleared up.
9.45-10.00		Other Subjects.
10.00-10.15	Readiness	Listening for words that begin the same (gun, at, go.)
10.15-10.30	Review	Review all the colours which have been taught, using the Colour Game approach. The children participate. The teacher guides.
10.30-10.45		.... RECESS. ....
10.45-11.00		Other Subjects.
11.00-11.15		Teach pre-primer words and basic sounds. Teach căn, Căn. I see See. N.B. Place these words on the Activity Table I when the lesson is finished.
.11.15-11.30.	Seatwork	Seatwork given.
		.... NOON. ....
.1.30-1.45	Readiness	Dramatization of a story or nursery rhyme.
1.45-2.00	Comprehension	Pre-primer words are taught and used in teacher-made blackboard sentences. Reading is made functional by putting to use the learned words, basic sounds and rules. Example, ōh lŏŏk, see Dick ănd Jane. Five or six sentences can be put on the board using a variety of words and sounds.
2.00-2.15		Other Subjects.
2.15-2.30		Seatwork and corrections.
2.30-2.45		...... RECESS .....
2.45-3.00		The "BIG BOOK" which accompanys the pre-primers is introduced. This brings about exciting motivation.
3.00-3.15	Seatwork	Seatwork given.
3.15-3.30		Motivating goals set up. Children are given a paper of sentences to take home. If they can read them on Monday, they get a star.
The child		Evaluation of day's work

Month .... Day .... Date ....

Time	Subject	Details
9.00-9.10		Opening exercises
9.10-9.25	Printing	Teach P,p. T,t.
9.25-9.45	Review	Review only the letters needing review. The teacher puts a circle on the board thus!  As the teacher says the sound, the children point to the letter she sounded.
9.45-10.00	Testing	The teacher hears each child say his card of words, sounds. and rules, as the rest of the class are engaged in purposeful seat work.
10.00-10.15	Readiness	Listening for initial consonants.
10.15-10.30	Seatwork	Cut and paste initial consonants under appropriate pictures.
10.30-10.45		.... RECESS .....
10.45-11.00		Other Subjects.
11.00-11.15		Teach Funny funny. If the teacher wishes she may teach one and two beat words. They learn that if they move their lips once to say a word it is a one beat word. They see that when they say funny, their lips move twice. Since many of the phonic rules are related to one and two beat words. It is well to teach this early.
11.15-11.30	Seatwork	Seatwork on the above lesson
		.... NOON ......
1.30-1.45	Phonic Activity	A phonic game called "Lightning" is played. The teacher flashes word cards with the basic sound tools underlined. They must identify the basic sound quickly and give the phonic rules.
1.45-2.00		Other Subjects.
2.00-2.30	Comprehension	Black board sentences making pre-primer words and basic sounds functional.
2.30-2.45		.... RECESS ....
2.45-3.00		Seatwork
3.00-3.30	Activity Table I	A climate is provided for the reinforcing of words and basic sounds, and rules.
The child		Evaluation of day's work

Month.................... Day.......................... Date.

Time	Subject	Details
9:00-9:10		Opening exercises
9:10-9:25	Printing	Teach k and q.
9:25-9:35	Review	Review only the letters needing review. (pupil participation at the blackboard)
	Individual help given.	The teacher gives help to those who need it when the rest of the class are engaged in purposeful seatwork.
9:35-9:45	Seatwork	Cut and paste initial consonants, or whatever the teacher wishes to give as seatwork.
9:45-10:00		Other Subjects.
10:00-10:15	Phonic Activity	The Colour Game is played. All colours previously taught are reviewed. The children participate while the teacher guides. (Children learn by doing.)
10:15-10:30	Seatwork	Colour seatwork given. Basic tool sounds are underlined.
10:30-10:45		...... RECESS ......
10:45-11:00		Other Subjects.
11:00-11:15		Pre-primer words and basic tool sounds taught. Teach Tim, Spot and Puff.
11:15-11:30	Seatwork	Seatwork based on the above lesson.
		...... NOON ......
1:30-1:45	Readiness	A variety of reading readiness activities referred to in the reading readiness section can be given in this period.
1:45-2:00	Comprehension	Class participation in teacher-made blackboard sentences where pre-primer word, basic sounds, and rules are made funtional.
2:00-2:30		Other Subjects.
2:30-2:45		...... RECESS ......
2:45-3:15	Activity Table I	A climate is set up where every individual has opportunity to reinforce past learnings. Self participation is cumulative. They work at words, basic tool sounds, and simple phonic rules.
3:15-3:30	Oral Reading.	Class reading - from the "Big Book" which accompanys the pre-primers.
The child		Evaluation of day's work

Month .... Date .... Day ....

Time	Subject	Details
9:00-9:10		Opening exercises.
9:10-9:25	Printing	Teach v, w and l. The capitals are taught as well because of the similarity vV, wW, lL.
9:25-9:35	Review	The k and g are reviewed. The teacher says one of the sounds, the children listen and watch her lips. They say the sound and think of the position of their lips before they print. They print it in their books. If a few are having difficulty, the teacher should help these pupils now while the rest of the class do purposeful seat work.
9:35-9:45	Seatwork	Seatwork- cut and paste.
9:45-10:00		Other Subjects.
10:00-10:15		Corrections. (Individual help given.)
10:15-10:30	Phonic Activity	This will vary depending on what activity practice the pupils need.
10:30-10:45		.... RECESS ....
10:45-11:00		Other Subjects.
11:00-11:15		Pre-primer words and basic tool sounds and rules taught. Teach "Baby Sally" N.B Place these words on Activity Table I when the lesson is finished.
11:15-11:30	Seatwork	Seatwork on the above lesson given
		.... NOON ....
1:30-1:45		The teacher reads a poem. The children listen for rhyming words.
1:45-2:00	Comprehension	The class is challenged to read teacher-made blackboard sentences, containing poem words and science words, with which the children are familiar. Faster achievers have opportunity to put their basic sound helpers and rules to work in this reading lesson.
2:00-2:30		Other Subjects.
2:30-2:45		.... RECESS ....
2:45-3:30		Seatwork and corrections Faster achievers may work at Activity Table I
The child		Evaluation of day's work

Month.............. Day.................... Date..........

Time	Subject	Details
9:00-9:10		Opening exercises.
9:10-9:25	Printing	Teach qu and h. The children learn the following rule "The "q" never goes alone." They say the qu sound and then proceed to print it thus qu.
9:25-9:35	Review	The teacher reviews the previous sounds taught, by placing the letters in a circle As the teacher sounds the letters in the circle, the children point to the letters sounded.
9:35-9:45	Seatwork	Seatwork is given.
9:45-10:00		Other Subjects.
10:00-10:15	Phonic Activity	Identifying basic sounds in known words Activity Table I (Individual participation)
10:15-10:30		Other Subjects.
10:30-10:45		..........RECESS........
10:45-11:00		Other Subjects.
11:00-11:15		Teach ur and wh as in purple and white. Teach in the same way as green, black and yellow were taught. Children must be given the opportunity to play at this activity any time through the school day. N.B. All words taught should be placed on the Activity Table I, after the lesson is taught.
11:15-11:30	Seatwork	Seatwork on colours taught.
		...........NOON.......
1:30-1:45	Readiness	Rhymes, stories, or drama.
1:45-2:00	Comprehension	New challenging words are used in teacher-made blackboard sentences.
2:00-2:15	Phonic Activity	Teacher and pupils participating in Activity Table I activities of words, basic sounds and rules.
2:15-2:30		Other Subjects.
2:30-2:45		........RECESS........
2:45-3:00		Blackboard review of V, W, and L.
3:00-3:30		Teach aw and au as in draw and caught
The child		Evaluation of day's work

Month.................Day.................Date.................

Time	Subject	Details
9:00-9:10		Opening exercises
9:10-9:15		Review au and aw as in draw and caught.
9:15-9:30	Printing Review	Review the alphabet letter sounds in a variety of ways. Individual help is given now as others work at seatwork or at the colour game activity or Activity Table I activities.
9:30-9:45	Seatwork	Seatwork given.
9:45-10:00		Other Subjects.
10:00-10:30		Corrections.
10:30-10:45		.........RECESS.......
10:45-11:00	Reading	Discussing the incidents that are taking place in the "Big Book," which accompanys the pre-primer, and reading the stories relating to the pictures. Children enjoy reading from this book in their spare moments.
11:00-11:15	Seatwork.	The teacher puts instructions on the board for seatwork. Example-Draw Dick. Colour 2 cats black. etc. While this seatwork is being done the teacher may test individuals by having them read from the "Big Book" or teacher-made blackboard sentences. Teaching and testing go hand in hand.
11:15-11:30	Phonic Activity	Faster achievers work on their own.
		..........NOON.......
1:30-1:45	Readiness	Singing and dramatizing as the situations arise
1:45-2:00		Pre-primer words and basic sounds and rules are taught. Teach - Come Run Jump come run jump. The children may act these out. Exceptions to the rule can be taught here Exampie - "come", "once", "many".
2:00-2:15	Seatwork	Seatwork on come, run, jump
2:15-2:30		Corrections.
2:30-2:45		........RECESS..........
2:45-3:00		Other Subjects.
3:00=3:20		Seat work and corrections
3:20-3:30	An Incentive	Send home a paper of sentences.
The child		Evaluation of day's work

Month .... Day .... Date ....

Time	Subject	Details
9:00-9:10		Opening exercises
9:10 -9:25	Test	The teacher hears each child read his paper of sentences which he had taken home to read to his parents. Each child is eager for his first star. Each child has a feeling of success, therefore the teacher must not fail to hear every child.
9:25-9:45	Seatwork	Seatwork based on pre-primer words, sounds, and rules is given so that every child is engaged in purposeful activity. The faster achievers may move to further activity learning when they finish their seatwork.
9:45-10:00.		Other Subjects.
10:00-10:15		Corrections.
10:15-10:30	Printing	Capital letters such as the following are taught Ss, Bb, Ff, Kk, Oo, Tt, Uu. etc. Seatwork based on the above is "Funny", "funny" or cut and paste
10:30-10:45		.... RECESS ....
10:45-11:00		Other Subjects.
11:00-11:30	Reading	Silent reading is introduced. Teacher-made sentences are put on the blackboard. The children are trained to think as they read. The teacher stresses the importance of them keeping their lips closed. Helping children to form mental pictures in their minds should be begun early in the year.
		.... NOON ....
1:30-1:45	Phonic Activity	Activity Table I in progress. Children and teacher engage in a game which gives every child opportunity to reinforce words, basic tool sounds, and simple reading rules.
1:45-2:15		Pre-primer words and sounds taught - Go go, Up up, Down, down.
2:15-2:30	Seatwork	Seatwork on the above
2:30-2:45		.... RECESS ....
2:45-3:00		Other Subjects
3:00-3:30		Individual help given.
The child		Evaluation of day's work

Month .... Day .... Date ....

Time	Subject	Details
9:00 - 9:10		Opening exercises
9:10 - 9:25	Phonics	The open ē and open ō are taught as identified in the following words.- hē, mē, shē, bē, wē, and gō, nō, sō, agō, hellō Refer to ......
9:25 - 9:35	Seatwork	Seatwork given
9:35 - 9:45		Other Subjects.
9:45 - 10:00		Seatwork and corrections
10:00 - 10:30	Printing	Review the alphabet letter sounds daily. Children participating at the blackboard as has previously been explained helps the teacher diagnose children who are having difficulties. A few may not be hearing the sound exactly right, a few may still be confused in directions when printing letters. Refer to the printing section on "d" and "b" printing
10:30 - 10:45		.... RECESS ....
10:45 - 11:00		Other Subjects.
11:00 - 11:15		Corrections. Individual help given.
11:15 - 11:30	Comprehension	Reading in the "Big Book" is carried on daily. Blackboard teacher-made sentences are read each day. Children are encouraged to read any of these sentences in their spare time. They understand that they may move to any reading activities at any time if their assigned seatwork has been completed.
		.... NOON ....
1:30 - 1:45		The teacher reads a story
1:45 - 2:00	Phonic Activity	Activity Table I. "We learn by doing" Children participate. The teacher guides. All words and sounds previously taught whether they be pre-primer words, science, social or health words, they are placed on this table for reinforcing.
2:00 - 2:30		Other Subjects.
2:30 - 2:45		.... RECESS ....
2:45 - 3:15	Motivation	Pre-primers are motivating goals ...... The children are promised "the New "Look and See" pre-primer if they can read, with ease from the "Big Book."
3:15 - 3:30 Pre-Primers are given.	Study Period	The children waste notime. Every spare moment is spent in preparing themselves, so that they may obtain their goal.

Month .... Day .... Date		
Time	Subject	Details
9:00-9:10		Opening exercises.
9:10-9:25	Voiced and Whispered sounds	Critical Listening - The teacher and pupils compare the "d" and "t" sounds. The teacher says the sound for "d" The children say it's sound. "t" is done in the same way. The teacher then proceeds to test. She says the "t" sound. The children print it in their books. The teacher moves about the room checking each child's book. She gives individual attention to those who need it.
9:25-9:35	Seatwork	Seatwork on "d" and "t".
9:35-10:00	Oral Reading	Each child is heard individually at the teachers desk, read a few pages from their pre-primer "The New Look and See". If the child can read two or three of the stories, he does so. He is not necessarily kept reading on the same page as the rest of the class.
10:00-10:15	Seatwork	The rest of the class is engaged in seatwork related to the pre-primer.
10:15-10:30	Self-learning Activities	Children are trained (particularly the fast achievers) to move about the room to other self-teaching activities when their seat work assignments have been completed.
10:30-10:45		.... RECESS ....
10:45-11:00	Formal Printing	Since the children have been printing without lines, they will now be given special lined paper to print pre-primer words. If the teacher so desires they may draw a light line under the basic sounds contained in the word. Refer to Careful attention will be given to the lines and spaces
11:00-11:30		Other Subjects.
		.... NOON ....
1:30-1:45		Story time.
1:45-2:30		Other Subjects.
2:30-2:45		.... RECESS ....
2:45-3:00	Phonics Blended into Work and Play Words.	Teach the ir, ur, er, sounds in relation to pre-primer words. Mother, bird, purple. Father, girl. purse, sister, first, church. The child is taught the simple phonic rule which gives the Basic Tool's place value in the words.
3:00-3:30	Seatwork	Seatwork on the above lesson. "Mother" "Father".
The child		Evaluation of day's work

Month	Day	Date ....
Time	Subject	Details.
9:00-9:10		Opening exercises.
9:10-9:25	Science	Bird Migration. Why do birds fly south What birds fly south geese, ducks. It is during these types of lessons that incidentally exceptions to the rule, can be mentioned. As the children begin to read the sentences about Bird Migration words such as "do" are brought to their attention. Refer to ......
9:25-9:35	Reading Activities.	Child participation. Free reading for enjoyment.
9:35-10:00		Comparing consonant sounds such as "b" and "p" Follow the same proceedure as with "d" and "t."
10:00-10:15	Seatwork	Seatwork on "b" and "p".
10:15-10:30		Corrections - Individual help given
10:30-10:45		.... RECESS ....
10:45-11:00	Oral Reading	Class reading is begun. Children enjoy sharing their ideas. They look forward to their reading lesson with great anticipation, not as a reading. drill. Class reading gives a feeling of togetherness.
	Seatwork	Think and Do Books. More seatwork is provided for faster achievers with ability to work on their own.
		..........- NOON ......
1:30-1:45	Phonic Activities.	These activities will vary. The teacher will decide what activities the class need.
1:45-2:00	Word Printing	Printing on special lined paper.
2:00-2:15		Other Subjects.
2:15-2:30	Pre-primer Words and Basic Sounds	Teach ay and ai as in play and pail. Sentences are put on the board. such as: Dick and Jane play. Baby hăs ă pail. The simple phonic reading rules are taught, so that the child sees the important basic tool's place value in the word. Refer to phonic-reading rules.
2:30-2:45		.... RECESS ......
2:45-3:00		Other Subjects
3:00-3:30		Corrections.
The child		Evaluation of day's work

Month.............Day..................Date

Time	Subject	Details.
9:00-9:10		Opening exercises
9:10-9:25	Test	A test is given on consonants and basic tool sounds such as ir, ur, er, ai, ay, and any letter of the alphabet. Give sheets of paper numbered as shown..................... The teacher should test often, but the tests should be short and to the point.
9:25-10:00		Other Subjects.
10:00-10:15	Digraphs	Teach $\overset{\text{th}}{\text{(soft)}}$ ch sh $\overset{\text{th}}{\text{(loud)}}$
10:15-10:30	Seatwork	Seatwork on the above
10:30-10:45		...........RECESS.........
10:45-11:00	Word Printing	Printing on special printing paper or if the class is ready, they may print in their regular printing books.
11:00-11:15	Phonics	Teach "or" as in w$\overset{\text{er}}{\underline{\text{or}}}$d and w$\overset{\text{er}}{\underline{\text{or}}}$k.
11:15-11:30	Sentence Reading for Comprehension.	The child learns that when w preceeds the "or" it will have an er sound. The teacher puts a few sentences on the board which contain w$\underline{\text{or}}$k and w$\underline{\text{or}}$ks.
		...........NOON..........
1:30-1:45	Phonic Activity	Lightning word cards. The children identify basic sounds as the words are flashed. They must say the sound and then the word. Another day, they may say the word, and then the basic tool sound, giving it's place value in the word. THESE ARE NOT SIGHT WORDS.
1:45-2:15		Other Subjects
2:15-2:30	Oral Reading Motivating Goals	The children read for enjoyment. They are told that if they can read the "Look and See" pre-primer. completely through (of coarse the teacher knows that they can). they will be given a new pre-primer.— "Work and Play"
2:30-2:45		...........RECESS.......
2:45-3:30	Social Studies	"Our Family" Our Family w$\overset{\text{er}}{\underline{\text{or}}}$ks and pl$\underline{\text{ay}}$ⓢ together.
The child		Evaluation of day's work

Month.................. Day.................. Date..............

Time	Subject	Details
9:00-9:10		Opening exercises
9:10-9:25	Testing Oral Reading	Provision is made on Monday to hear each child read whatever pages in his "We Look and See." pre-primer, which the teacher may ask them to read. They must be prepared to identify any basic sound contained in the words or to give a phonic reading rule if called on to do so. If they are successful in this, they get their "New We Work and Play" pre-primer.
9:25-9:35	Seatwork	Think and Do Books are given.
9:35-9:45		Children using advanced phonics need extra seatwork based on the advanced phonics taught.
9:45-10.00		Other Subjects.
10:00-10:15		Follow up work.
10:15-10:30	Pre-primer Words and Basic Sounds.	Teach Hĕlp, hĕlp. The teacher stresses the ĕ sound as has been taught in the early printing lessons. She shows them how to remember the sound by putting it thus ĕ She also stresses that the l' talks the loudest. The children and teacher say the words, listening carefully to it's sound. These words are used in sentences orally and on the blackboard.
10:30-10:45		.... RECESS ....
10:45-11:00	Seatwork	Seatwork on Help, help.
11:00-11:30	Word Printing	Printing words and underlining basic sound's lightly.
		.... NOON ....
1:30-1:45		The teacher reads a poem. The children dramatize it.
1:45-2:00		Other Subjects.
2:00-2:30	Seatwork	Seatwork and corrections.
2:30-2:45		.... RECESS ....
2:45-3:00		Teach "Big" "big" and "Little" "little".
3:00-3:15		Teacher-made sentences on the blackboard. Several children are given opportunity to read. Stress is on expression.
3:15-3:30	Seatwork	Seatwork on Big and Little.

The child	Evaluation of day's work

Month .... Day .... Date ....

Time	Subject	Details
9:00-9:10		Opening exercises.
9:10-9:25	Vowels are taught.	The teacher helps the children to distinguish between consonants and vowels. These words are printed on the board. Refer to....
9:25-9:40	Seatwork	Seatwork on vowels.
9:40-10:15	Oral Reading	Individuals come up to the desk and read. The teacher questions the child for comprehension.
	Seatwork	The class work at purposeful seatwork on initial consonants. Cut and paste while the individual reading is carried on.
10:15-10:30	Silent Reading	The story incidents are discussed then each child reads silently in his Think and Do Book
10:30-10:45		.... RECESS ....
10:45-11:00	Informal Spelling	Informal spelling is begun. Refer to ....
11:00-11:30		Other Subjects.
		.... NOON ....
1:30-1:45		Lightning wordcards, sounds, and rules.
1:45-2:00	Word Printing	Refer to ....
2:00-2:15		Other Subjects.
2:15-2:30		Corrections and individual help.
2:30-2:45		.... RECESS ....
2:45-3:00	Pre-primer Words and Sounds.	Teach oa and ar as in boat and car. The teacher puts several sentences on the board which contain these words. She stresses boat as one boat and boats as more than one. Other challenging words may be added to the sentences. She has them read silently and then orally.
3:00-3:15	Seatwork	Seatwork on boat and car.
3:15-3:30		Other Subjects.
The child		Evaluation of day's work

Month.............. Day............. Date...........

Time	Subject	Details
9:00-9:10		Opening exercises.
9:10-9:30	Poetry	The "September" poem is taught. EX. A road of brown ribbon. 1. Read the poem for meaning. 2. Find colourful words. 3. Identify known basic sounds. 4. Teach new basic sounds as they are needed. Teach the ă sound of a, as in call, fall, since these words are contained in this poem Teach the one beat and two beat words. Refer to ....
9:30-9:45	Seatwork	Follow up this lesson with an art activity. This descriptive poem gives them a clear mental picture.
9:45-10:00		Opportunity is given for individual explanations of their pictures.
10:00-10:30		Other Subjects
10:30-10:45		.... RECESS ....
10:45-11.00	Informal Spelling.	Children participate at the blackboard as the teacher says. "Print Dick, mē, hē green, rēd, sō, etc.
11:00-11:15	Sentence Printing.	Children begin sentence printing Refer to ....
		.... NOON ....
1:30-1.50	Phonic Activity	Two Activity Tables are set up. The children who have become efficient in the Activity Table I learnings in known words, sounds and simple rules may be given opportunity to advance to Activity Table II, where they must put to use their phonic knowledge and discover new and unfamiliar words on their own. Refer to ....
1:50-2:10		Other Subjects.
2:10-2:30	Pre-primer Words.	Teach "My" and "my" Teach the rule for y. Refer to ....
2:30-2:45		.... RECESS ....
2:45-3:15	Oral Reading	Class reading for enjoyment.
3:15-3:30		Other Subjects.
The child		Evaluation of day's work

Month .... Day .... Date ....

Time	Subject	Details
9:00-9:10		Opening exercises.
9:10-9:25	Reading Silently and Orally	The teacher helps the children to see the importance of forming a picture in their minds of what they read. The teacher emphasizes the word "thinking." As the children read orally, emphasis is placed on the commas, periods, and exclamation marks!
9:25-9:30	Think and Do Books.	The teacher illustrates.
9:30-10:00		Other Subjects.
	Seatwork	Seatwork and corrections.
10:00-10:15	Vowels	Review - Vowels and consonants. Give a quick drill by answering yes or no as she asks this question. - Is this letter a vowel? She holds up a card with the letter $\boxed{b}$ - or she may say its name. The class responds by answering - It is a vowel, or It is a consonant.
10:15-10:30		The teacher proceeds to teach the silent 'e' vowel.
10:30-10:45		.... RECESS ......
10:45-11.00.	Informal Spelling.	Refer to .... The teacher may give any easy known words for this informal lesson. Preferrably pre-primer words.
11:00-11:30		Other Subjects.
		.... NOON ....
1:30-1:45	Dramatization	1. Choral work 2. Acting out the "September" poem. Refer to ...
1:45-2:00	Pre-Primer Words and Basic Sounds	Identifying basic sounds and rules in pre-primer words taught. Teach Make ,make Have the children apply the silent 'e' rule.
2:00-2:15	Sentence Printing.	Sentence printing
2:15-2:30		Other Subjects.
2:30-2:45		.... RECESS ....
2:45-3.00	Individual help given	Faster achievers working at Activity Table II Slower achievers given individual help.
3:00-3:30		Other Subjects.
The child		Evaluation of day's work

Month .... Day .... Date ....

Time	Subject	Details
9:00 - 9:10		Opening exercises
9:10 - 9:25	Whispered and Voiced Sounds	Distinguish between the "g" and "k" (c, ck) sounds. Individual help should be given to pupils who still are confused on these sounds. The same proceedure is followed as when "d and t" and "b and p" were taught.
9:25 - 9:35	Seatwork	Seatwork given ....
9:35 - 10:00		Other Subjects.
10:00 - 10:15	Pre-primer Words and Sounds.	Teach - something, Something. They learn that it is a compound word. They are reminded of exceptions to the rule such as s$\overset{u}{o}$me. They are trained to put u on the top of come and some to remind them of this rule.
10:15 - 10:30	Seatwork	Seatwork on something. Blackboard seatwork such as Draw 2 boats. Make 1 boat yĕllōw
10:30 - 10:45		.... RECESS ....
10:45 - 11:00	Informal Spelling	The children participate at the blackboard.
11:00 - 11:15	Seatwork	Initial consonants and endings.
11:15 - 11:30	Sentence Printing	Sentence Printing.
		.... NOON ....
1:30 - 1:45	Advanced Phonics Continued.	Activity Table I - Every individual participates. The teacher guides, and watches closely noting what individuals are ready to advance to Activity Table II
1:45 - 2:00	Oral Reading	Reading for enjoyment
2:00 - 2:15	Seat work	Think and Do Books. Faster achievers may move to Activity Table II to work independently on new and unfamiliar words.
2:15 - 2:30		Teach "Find" and "find". Teach the rule for not putting an "e" on the end of the d, since the "i" says it's long sound. Refer to ....
2:30 - 2:45		.... RECESS ....
2:45 - 3:30	Review Consonants.	Leaves are made of coloured paper. A consonant is printed on each leaf. The children play the game.
The child		Evaluation of day's work

Month .... Day .... Date ...

Time	Subject	Details
9:00-9:10		Opening exercises.
9:10-9:25	New and Pre-primer Words and Basic Sounds	Teach or and ore, as in store, more before, for, corn, corner, morning. Several words are printed on the board to show how the phonic rule is applied. They learn that ore usually comes on the end of words, while or usually comes in the middle of words.
9:25-9:45	Seatwork	Seatwork given.
9:45-10:00		Other Subjects
10:00-10:15		Follow-up work.
10:15-10:30		Corrections.
10:30-10:45		.... RECESS.......
10:45-11:00	Informal Spelling	Informal spelling.
11:00-11:30	Sentence Printing	Sentence printing and corrections made.
		.... NOON.
1:30-1:45	Poems.	Seasonal poems.
1:45-2:00	Testing Reading.	Purposeful seatwork is given while the teacher hears each child read for her at her desk. It is important for the teacher to know what difficulties some children
2:00-2:15	Seatwork.	are having, so that she will be aware of what areas need re-teaching.
2:15-2:30		Think and Do Books. and corrections made.
2:30-2:45		.... RECESS......
2:45-3:00		Playing the silent 'e' rule game daily motivates the class and reinforces this insight. It becomes exciting. Example - "skate" "skat". "made" "mad." "kite", "kit", "cute", "cut". Refer to.
3:00-3:15		Other Subjects.
3:15-3:30	Seatwork	Seatwork given.
The child		Evaluation of day's work

Month .... Day .... Date ....

Time	Subject	Details
8:45-9:00	Phonic Activities.	Good habits are formed and a pleasant atmosphere is created. The children are encouraged to play at Activity Tables I and II when they arrive at school, rather than loitering in the halls, until the bell rings, the children welcome this suggestion.
9:00-9:10		Opening exercises.
9:10-9:25	Science	Oral Discussions on The Signs of Făll. The words Autumn and Făll are taught. These au sounds, which were previously taught, are now being made functional, in the meaningful words Autumn and Făll.
9:25-9:45	Seatwork	Art Activities.
9:45-10:00	Oral Reading	Class Reading.
10:00-10:15		Think and Do Books.
10:15-10:30		Advanced seatwork on pre-primer stories.
10:30-10:45		.... RECESS ....
10:45-11:00	Informal Spelling	Blackboard participation - Refer to ....
11:00-11:15		Spelling seatwork. -or- Seatwork on initial consonants and endings.
11:15-11:30	Sentence Printing	Sentence printing.
		.... NOON ......
1:30-1:45	Phonic Activity	Playing the fox game, which reinforces words and basic tool sounds. It is exciting and motivating. The children would like to play it every day.
1:45-2:00	Math.	Other Subjects.
2:00-2:30		Math seatwork and corrections.
2:30-2:45		.... RECESS ....
2:45-3:00	Pre-primer Words and Sounds.	Teach said. The teacher explains that said is an exception to the rule. Faster achievers will understand that ai says ā and that the word said can be related to the words "to say."
3:00-3:30	Radio Broadcasts.	Other Subjects.
The child		Evaluation of day's work

Month . . . . Day . . . . Date . . . .

Time	Subject	Details
8:45-9:00	Phonic Activity	Table I and II activities. We learn by doing. Self teaching is cumulative
9:00-9:10		Opening exercises.
9:10-9:25	Health.	The class and teacher discuss hĕalth foods. This prepares the class for seeing a film which will follow this discussion. Phonics is tied into every subject.
9:25-9:45	The Film.	Refer to . . . .
9:45-10:00	Seatwork after the film	The children learn the ui, oo, ew sounds, as in fruit, food, chew.
10:00-10:15	Math.	Oral Math. activities.
10:15-10:30	Seat work	Seatwork in Math.
10:30-10:45		. . . . RECESS. . . . . . .
10:45-11:00	Informal Spelling	Informal spelling. ---- Refer to . . . . . .
11:00-11:15	Seatwork	Spelling seatwork on vowels and consonants.
11:15-11:30		Correction's.
		. . . . NOON . . . .
1:30-1:45		Acting out poems or nursery rhymes. — body movements.
1:45-2:00	Math	Teaching Math.
2:00-2:15	Seatwork	Math seatwork.
2:15-2:30	Phonics.	Review wă, whăt, căll. The children learn that when "a" preceeds L and t, it has an aw sound. They also learn that when "w" preceeds the "a" it has an aw sound. They remember it by putting a long curved line above the a in any word they encounter.
2:30-2:45		. . . . RECESS . . . . .
2:45-3:00	Oral Reading	Class Reading . . . . enjoyment. 1. A variety of concepts are developed during the reading, lessons. Refer to the reader and it's place in the reading program.
3:00-3:30	Seatwork	Pre-primer seatwork.
The child		Evaluation of day's work

Month .... Day .... Date ....

Time	Subject	Details
8:45-9:00	Phonic Activity	Self teaching activities The slow achiever thrives on action.
9:00-9:10		Opening exercises.
9:10-9:25	Science	Why do leaves făll? Refer to science lesson. Words such as tree(s), leave(s), brănch(es) and basic sounds are learned through the teaching of science. N.B. All new words learned are placed on Activity Table I for further reinforcement. Phonics are tied into every lesson.
9:25-10:00	Seatwork	The children are given opportunity to draw the trees as they view them in the school yard.
10:00-10:15	Acting	Children enjoy acting. They act as leaves falling from the trees saying: Refer to Step VIII (b) for verse.
10:15-10:30	Math	Other Subjects.
10:30-10:45		.... RECESS ....
10:45-11:00	Informal Spelling	Informal spelling
11:00-11:30	Sentence Printing	Sentence printing.
		.... NOON ......
1:30-1:45		The teacher reads a story.
1:45-2:00	Review	Review "Make." Give practice on the silent "e" vowel.
2:00-2:15	Seatwork	Give vowel seatwork.
2:15-2:30	Oral Reading	Class reading.
2:30-2:45		.... RECESS ......
2:45-3:00	Seatwork	Seatwork on pre-primer lesson. Think and Do Books.
3:00-3:15		Corrections.
3:15-3:30		Other Subjects.
The child		Evaluation of day's work

SEATWORK

Requirements for Profitable Seatwork

Seatwork definitely prepared to follow a fifteen minute reading period can assist in helping children attack new words and to establish new words in their vocabulary by further practice. Good seatwork should include variety, emphasis on basic sound tools, attractiveness and interest. From the very first day of school a child should be required to do some sort of follow up work. This must be meaningful and as demanding as the pupils at the particular stage of their progress can perform. Everything they do should have a definite bearing on the lesson taught and instructions should be specific. Seatwork is not to keep children occupied and quiet. Carefully thought out and prepared teacher-made seatwork is usually the best follow up exercise.

Think and Do books are used along with the reader, but these are not sufficient for children using an advanced phonic approach. Children who advance to the library as early as the middle of October need seatwork that will strengthen newly acquired concepts.

Children should not be kept doing the same type of seatwork week after week. A saying which can well be applied here in relation to the kinds of seatwork given is "Variety is the spice of life."

Two sets of seatwork are advisable, but in some subjects one set of seatwork can be used. In the latter case, the answering of the questions would differ slightly. The slow achiever would not be expected to answer the questions in complete sentences nor would he be pressured into writing lengthy detailed answers. A variety of questions can meet the needs of both the slow and faster achiever. The faster achiever can be challenged to the reasoning type of questions, while the slow achiever can be challenged to read the questions accurately and underline the right answers. Because he is given few questions, he will have a feeling of success in being able to finish. Even the slightest progress in the slow achiever's seatwork will give him an exciting desire to learn more. Happiness is an incentive to learning.

An important aspect in the seatwork situation is, giving every child an opportunity to try challenging work, giving praise and understanding regardless of how little the effort may be. If the slow achiever is not challenged from time to time, he soon becomes self complacent, self satisfied and quite willing to do only what is placed before him.

If the child is made to see that the teacher is interested in him and believes in him, he will do his best to succeed. This is all we can expect. The child's success in accomplishment will often vary in accordance with the teacher's estimation and appreciation of his efforts.

By April or May many children, varying in achievement and abilities, will be engaging in seatwork assignments beyond the ordinary Grade I level. A number of stories and book reports written by the pupils are shown in other sections of the book, to give teachers an idea of what 6 and 7-year-olds can do when an abundance of advanced phonics is given early in the year.

Seatwork ought to progressively develop reading skills. Let us discuss this development in four major stages; first, seatwork correlated with the pre-primers; second, making booklets; third, seatwork for continuous phonetic development and fourth, for developing speed and fluency.

Stage One - Seatwork Correlated With the Pre-primers

Because of the basic tool sound and simple rule technique in scrutinizing words, the child's vocabulary grows by leaps and bounds. Within a week or two the following type of chalkboard instructions may be given:

Draw Dick. Colour Dick. Draw Tim. Colour Tim brown. Draw Puff. Colour Puff yellow and brown. Draw Jane. Colour Jane. Draw Spot. Colour Spot black.

The words contained in the following sentences will have been learned within the first six or eight days. These may be sent home the second weekend to acquaint the parents with the method with which the child will attack the words. If, when he returns on Monday he can say his sentences as well as any of the words with their basic tool sounds he attains his first immediate goal, a bright gold star.

The first set of sentences sent home are:

Lo͝ok Lo͝ok Lo͝ok.

Ōh lo͝ok Jane.

Lo͝ok ănd see.

See see Baby.

Funny funny baby.

Lo͝ok ănd see Jane.

Colour Jane blăck.

Colour Dick green

Colour Baby rĕd.

Colour Jane blue.

The children are very happy to read their paper of sentences to their parents and explain what the basic tools are, as well as stating the rules which govern these sounds.

When the word "something" is taught, chalkboard instructions such as the following may be given:

Draw Dick.
Make something for Dick.
Make a car for mother.

Make something on the car.
Make something little for
Baby Sally.
Make something big for Jane.

Samples of teacher-made reader seatwork are used with the first two pre-primers, *We Look and See* and *We Work and Play*. (For examples of teacher-made seatwork, see end of chapter.)

Stage Two - Making Booklets

Individual booklets are made from newsprint with a sheet of art paper folded in four. Each child is then given a sheet of paper on which are written phrases as below. He is instructed to cut out a phrase such as "the little red car" and paste it on one page of the booklet below which he interprets the phrase by drawing a little red car.

the little red car
my father and mother
my funny father
my little Dick
my big Dick
my funny Puff
my big yellow car
my funny car

the big red car
my funny Spot
my funny Tim
my baby Puff
my funny Jane
my little blue cars
my little yellow cars
the big blue cars

During the study of the *Come and Go* pre-primer, a second booklet is made. It is called *The Toy Book*, because the cover is made in the shape of a toy, e.g. a bear. A sheet of paper with pictures and sentences is given to each child. The children are to cut each sentence, colour each picture and paste them into the toy book. The particular job to be done is to associate the sentence with the corresponding picture. These two booklets relate to the pre-primers but the next booklet presents words other than the reader words.

In a more challenging exercise, have the children make booklets from phrases and later, full sentences, which include new and challenging words which they have to discover through use of the phonetic rules, e.g. "The little brown rabbit is in the cage." (the new words being "rabbit" and "cage".) In drawing pictures to illustrate the sentence, the child should use his imagination but must be exact in his interpretation. In illustrating "The little brown rabbit in the cage", for example, the child should be encouraged to use his imagination and draw any kind of rabbit and put a hat on its head, if he desires. On the other hand, he must be exact and show a small, brown rabbit in a cage.

When do the Children Work at These Booklets?

In the morning while the teacher is hearing children read the library books, those whose reading has been checked and books tabulated and new ones selected, begin to work on this individualized project. When the teacher has finished hearing the rest of the class read their books, she carries on with new work. The children put away their booklets. These booklets are handed in to the teacher when they are completely finished. This may be eight to ten days, depending on the time they get to work on them. The speed and accuracy with which the children finish this project helps the teacher evaluate each child's progress in -

1. Work attack
2. Ideas and understanding
3. Imagination
4. Artistic ability
5. Attitudes (careless, careful)
6. Initiative and perseverence to finish the job and attain his goal.

Stage Three - Seatwork for Continuous Phonetic Development

A certain amount of reader seatwork is necessary for all students, but as the spread in children's accomplishments widen, more advanced seatwork must be given to challenge the brighter students.

In this section you will find descriptions and examples of the type of seatwork contained in Workbook II to accompany the Blended Sound-Sight Method of Learning, obtained from Modern Press, Saskatoon.

(a) This seatwork is begun in October. The children are given a page which contains eight or nine pictures and they are given the following instructions: Print the initial consonants under the appropriate pictures.
(b) Under the picture of a cup the child will see - up. The instructions tell him to fill in the initial consonants.
(c) Under the picture of a drum the child will see m,b,r He is instructed to circle the letter that ends like drum.
(d) Under the picture of a rabbit the child will see -abbit.
He is instructed to fill in the initial consonant and make the short vowel thus, rabbit.
(e) Under the picture of a man the child will see ma-. He is instructed to fill in the consonant ending and make the short vowel thus, man.

Reviewing Voiced and Whispered Sounds

During the month of October, voiced and whispered sound are reviewed. Today the teacher is reviewing J (voiced) ch (whispered).

(f) Under each picture on the page, the child is instructed to print the j or the ch letter (the child must quietly and carefully sound these letters to decide which one he should print under the appropriate picture)

The same type of seatwork is given when the child is instructed to print d or t, eg., d (voiced) t (whispered).

(g) Another day the w (voiced) wh (whispered) are reviewed. The same type of seatwork is given establishing the w and wh sounds. This should be continued with the other voiced and whispered sounds as well.

Reviewing Digraphs

(h) The child is given a paper with the ch sh wh th digraphs at the top of the page. Perhaps a picture of a shirt is on the paper. The child will see __irt. He will print it thus, shirt.

(i) By October and November the child's concepts of vowels and consonants should be well established. Seatwork may be given which will instruct him to print the vowel, e.g. r_cker, p_ncil, b_x, pl_nt, fr_g. The picture must always accompany each word so that the child will know which vowel to use.

On the Silent "e"

(j) Under the picture of a plate the child will see pl_t_. They are asked to fill in the missing letters. The child will do it thus, plate. The child putting the arrow on shows he understands this rule.

Seatwork on Basic Tool Sounds

(k) Since the oa and ar sounds have been taught in the early weeks of school the teacher reviews these sounds with purposeful seatwork. On the child's page are eight or nine pictures. At the bottom of the page words representing the pictures are placed below. The child is instructed to print the related words under the appropriate pictures. After doing so, he is to underline the basic tool sounds, e.g., barn toast star yard.

(1) Following a review lesson on the ir ur er sounds constructive seatwork is given so that the child will see the place value of each of the given sounds which they are to fill in. The child sees a picture of father. He sees fath__ under the picture. He looks at the top of the page where he sees ir ur er. With the help of the rule he has learned (er comes on the end of words) he decides that it is the er and fills in thus, father. He continues as follows: nurse turtle.

Seatwork Tests

(m) During the months of October and November this type of seatwork is continued along with various other types. The examples below are suggested seatwork tests that could be given:

1. Fill in the basic tool sounds (pictures should accompany each paper)
   ou ow ar ur oa ai
2. Fill in the basic tool sounds.
   ee ck ow
3. Fill in the basic tool sounds.
   oa oi oy ea
4. Fill in the basic tool sounds.
   ai ay or ore
5. Fill in the basic tool sounds.
   er ir oo aw
6. Fill in the basic tool sounds.
   ui oo ew
7. Fill in the basic tool sounds.
   or ea oo oa ck

Seatwork Exercises

(n) As the children become fluent printers they are instructed to print the following exercise into their books filling in the appropriate basic tool sound.

Grade One Nov. or Dec.

oa ow

Fill in the above basic tool sounds.

You may colour it yell--.
Some flowers gr-- tall.
The g--t ran away.
The boy walked down the r--d.
Look at the pretty sn--.
Dick has a red b--t.

ea ee

Fill in the basic tool sounds

It is fun to go to the b--ch.
Jane will --t a peach.
The w--ther is cold.
The tree is gr--n.
The baby is asl--p.
There are l--ves on the trees.
Baby cannot r--ch the book.

th ch sh wh

Fill in the above whispered sounds

Mother will wa-- the dishes.
She will go to chur-- on Sunday.
Jane will come --en she gets her coat on.
Dick will walk wi-- her.
Father can sit on the red --air.
Boys like to fi--.
--is cake tastes good.
--ere will I put my book?

ui oo ew

Fill in the basic tool sounds

We must ch-- our food well.
Fr--t is good to eat.
She has a n-- dress.
The m--n is out at night.
Father will put on his s--t.

or ar er ir ur

Fill in the basic tool sounds

The cow is in the b--n.
Jane will go with h--.
She is a little g--l.
The h--se ran away.
Mother has a p--ple dress.
Fath-- will be home soon.

oi oy ai ay

Fill in the basic tool sounds.

I can pl-- now.
Dick's boat can s--l.
Jack is a b--.
Mother will b--l the corn.

Baby will play with her t--.
The part is tod--.
Flowers grow in the s--l.

ow ou

Fill in the basic tool sounds.

A marble is r--nd.
She must go to bed n--.
Dick f--nd his kitten.
They looked at the funny cl--n.
Little girls like to play h--se.
A see-saw can go up and d--n.
Children play on the school gr--nds.

au aw

Fill in the basic tool sounds.

Mother s-- her come in.
They like to dr-- boats.
One little pig made his house of str--.
The cat c--ght a mouse.
The dog hurt his p--.

Developing Comprehension

(o) Seatwork must be developmental and continuous. By the first or second week of November, the children work at structural analysis. Seatwork should be given such as walk, walks, walking, walked.
(p) This opens the way for teaching root words and compound words.
(q) Seatwork may be given on opposites. e.g. long, short. As children begin to write their own reader stories in November, they will need to know something about contractions. Contractions are not taught until the children need to use them.

(r) Children enjoy classified seatwork. For example:

Food	Games	Animals

Words such as butter, mouse, meat, cards, camel, gorilla, turnip, skunk, fox, beaver, tiger, golf, fruit, skip, are printed at the bottom of the page. The child sounds each word to himself, then prints the words in the proper column. The faster achievers may have time to underline all of the basic tool sounds contained in each word. This type of seatwork is interesting, exciting and challenging.

Stage Four - Seatwork for Developing Speed, Fluency and Comprehension

During January to March, seatwork on more advanced phonics should be given especially concentrating on developing speed and fluency. For examples of this type of seatwork, T.H. Martin's, Helpers All, Book One, Copp Clark. The following is one exercise from Helpers All:

THE MOON BOAT,

Pat was not at all sleepy. He lay in bed looking out the window. Night was falling across the sky. Pat watched the window to see the stars come out. As soon as he saw one he said:

"Star light, star bright,
First star I see to-night.
I wish I may, I wish I might,
Have the wish I wish to-night."

Then he saw the moon. It looked like a pretty little boat in the sky. "I wish I were in that little boat," said Pat. "I wish I might ride around the sky. I wish ..."

And there he was in the moon boat Just like that ! There was a fine place to sit. Pat sat with both legs over the moon. The two horns were just right for holding on. Pat took one in each hand to hold on tight. Then off he went for a ride around the sky.

TEST ...

1 As he lay in bed, Pat watched for
(a) a mouse. (b) a star (c) a kite.

2. The moon looked like
(a) a boat. (b) a star (c) an animal.

3. Pat made
   (a) a boat (b) a wish (c) a picture.

4. Pat wished for a ride
   (a) on the water. (b) on a horse
   (c) around the sky.

5. Pat's boat was .
   (a) a toy. (b) made of wood.
   (c) the moon.

Draw the moon and stars as they look at night.

During March to June, about three quarters of an average class will be able to handle stories from H.A. Mertz' Forty Famous Stories, Hall & McCreary, while the remaining quarter may still be working in Helpers All. The example below the level of work from Forty Famous Stories.

THE HORSE AND THE DONKEY

A man once owned a beautiful black horse and a very ugly donkey.

The horse always had plenty to eat and every day he was brushed and curried until his coat fairly shone. But the donkey was very poorly cared for.

One bright morning both the horse and the donkey were made ready for a long journey. A beautiful saddle was placed upon the horse, and a heavy pack of goods was loaded upon the donkey.

The donkey was a very patient animal. When he was well, he never complained of his hard lot, but this morning he could hardly stand up under his heavy load. He staggered and almost fell. After going a short distance he looked up at the proud horse and begged: "Would you mind helping me carry this load today? I feel too ill to have such a heavy weight on my back. If you will help me I shall soon be well and able to carry the whole load. If you do not help me I shall surely fall by the way, and then you will have to bear the burden alone."

The proud horse held his head very high while the donkey was talking. Then he replied: "Go on, you lazy beast. How can you ask me to carry your load! I am not a beast of burden. No, I shall not take any of your load."

The donkey groaned and moved forward a few steps, then fell to the ground, dead.

So the load was taken from the dead donkey's back and placed upon the horse.

At the close of the day the horse reached the end of the journey. How tired he was! Every bone in his body ached, and he was so lame he could hardly walk. He thought of the poor donkey and wished that he had been willing to share the load with him.

Rate ______________

(The Horse and the Donkey)

1. What color was the horse in the story?
   gray black white brown
2. Which word best describes the donkey?
   lazy ugly beautiful stubborn
3. Which of the two animals was well cared for?
   ____
4. What was put on the horse's back as his owner made ready for a long journey?
   ___ a blanket ___ a heavy load
   ___ a saddle ___ a harness
5. What was put on the donkey's back?
   ___ a saddle ___ a blanket
   ___ a a heavy load ___ a harness
6. What did the donkey never do when he was well?
   complain balk run away refuse to work
7. What did the donkey ask the horse to do after they had gone some distance?
   ___ walk a little slower
   ___ stop and rest a while
   ___ help him carry the load
8. Why would the horse not grant the donkey's request?
   ___ He was too proud ___ He was too ill
   ___ He was too lazy ___ He was too weak
9. What happened to the donkey when the horse refused to do what he requested?
   ___ He stumbled and broke a leg
   ___ He fell down dead
   ___ He became very sick.
10. How did the horse feel at the end of the day?
    sick tired proud happy

Comprehension Score ______________

Spring Studies Name ____________

Plants:

Match: Draw a line to the right answer:

Pussy Willows	look like sweet peas
Daffodils	have a cup shaped flower
Tulips	have a trumpet center
Buttercups	have a bitter juice
Golden Beans	have gray furry flowers

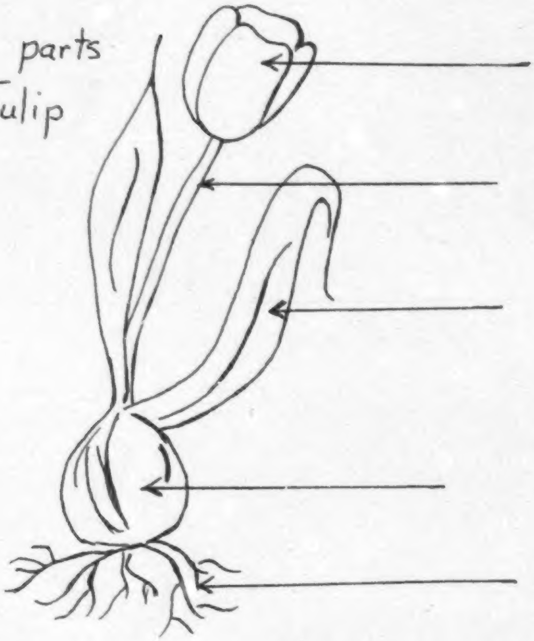
Underline the right answer:

1. (Daffodils, Buttercups, Onions) don't grow from bulbs.
2. Tulips are (wild, tame) flowers.
3. Crocuses (do, don't) grow close to the ground.
4. Buttercups (do, don't) have stems covered with silver hair.
5. Tulips have (smooth, rough) petals.
6. Golden Beans smell (strong, bitter, sweet).
7. Plants (do, don't) need air to grow.
8. Plants get (water, air, food) from the soil.
9. Beans grow from (buds, seeds).
10 Hyacinths grow from (buds, bulbs).

Name 5 things .lants need to grow.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Name the parts
of the Tulip



Birds:

Underline the right answer:

1. Horned Larks are (black, brown, pink).
2. The (Horned Lark, Robin, Mallard Duck) has tufts of feathers on its head that looks like horns.
3. Robins lay (green, white, blue) eggs.
4. The father Mallard has a (green, brown, black) head.
5. (Mr., Mrs.,) Robin comes back first in the spring.
6. (Mr., Mrs.) Robin lays the eggs.
7. When baby robins leave the nest they (do, don't) return.
8. The (Mallard, Horned Lark) eats small insects
9. Mallard Ducks like (deep, shallow) water.
10. You (should, shouldn't) touch a bird's nest with eggs in it.

Match: Draw lines to the right answer:

Mallard Duck	has a black spot on its chin
Horned Lark	has a red breast
Robin	tips bottoms up.

Name two rules you should follow when you watch birds and their young.

____

____

____

____

Why do rabbits change the color of their coats?

____

____

Underline the right answer:

1. The gopher stores his food in his (cheeks, near his house).
2. He has (dull, sharp) claws.
3. The gopher eats (insects, grain, fish)
4. The gopher (does, doesn't) stay in his burrow all winter.
5. The gopher has a (black, white, brown) coat.
6. The rabbit's winter coat is (brown, white).

Draw a line to the right answer:

Cats	colts
Cows	lambs
Horses	chickens
Pigs	ducklings
Dogs	Kittens
Hen	piglets
Ewe	calf
Ducks	puppies

If you found a kitten on a cold winter day what things would you do to take care of it?

TEACHER-MADE

PRE-PRIMER SEATWORK

- - - - - - - - - - -

The following pages are examples of seatwork for the first two pre-primers but the workbook called Selected Seatwork to accompany the Blended Sound-Sight Method of Learning, obtained from Modern Press, Saskatoon, includes seatwork for the three pre-primers 1) The New We Look and See, 2) The New We Work and Play, and 3) The New We Come and Go.

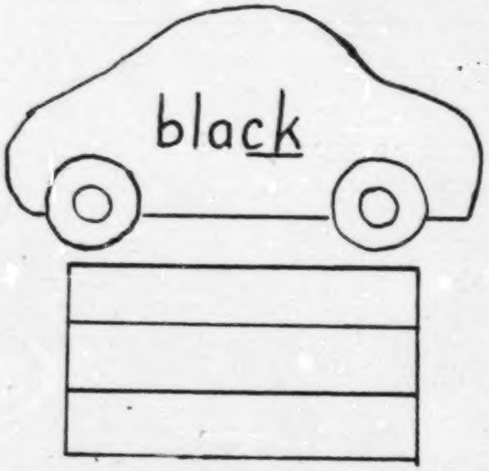
Grade I Pre-primer

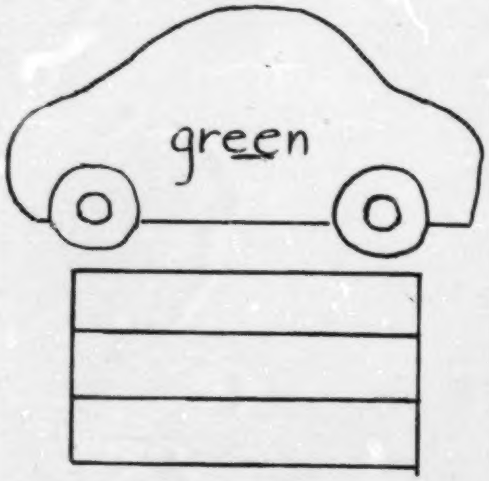
The first or second day of school, these three colours are taught and this seatwork is given.

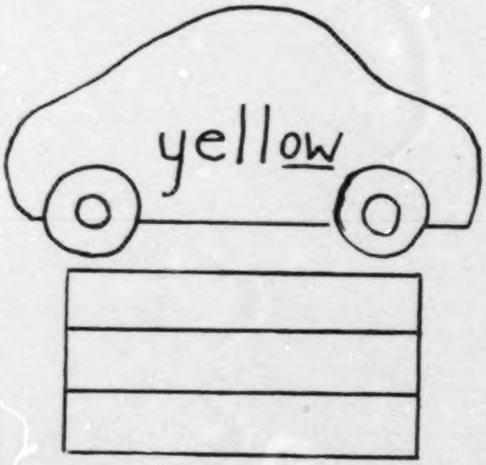
Cut and paste

Underline the basic sounds ow, ck and ee in red.

Colour each car as instructed.







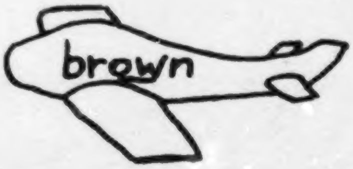
black	green	yellow
yellow	black	green
green	yellow	black

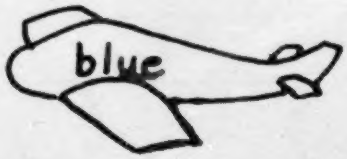
Grade I Pre primer

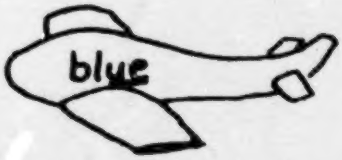
cut and paste

Underline the basic tool sounds

ow ue



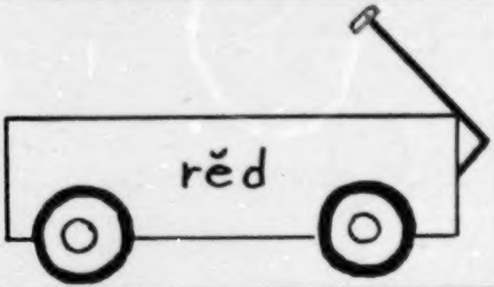


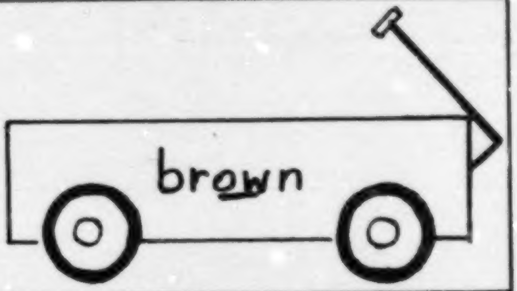


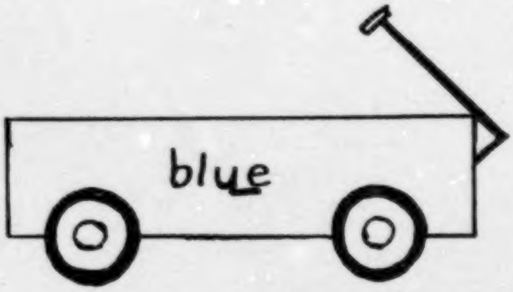
blue	blue	brown
blue	brown	blue
brown	blue	blue

Grade I Pre primer

Cut and paste
Under line the basic sounds.



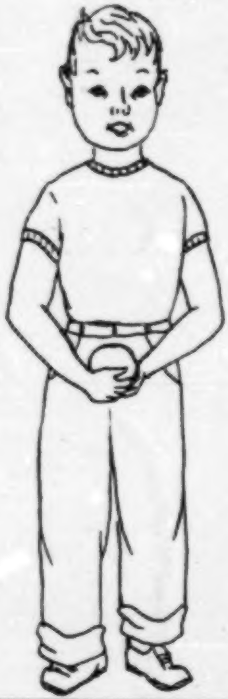


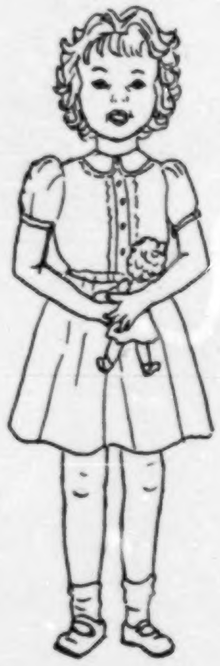


brown	red	blue
blue	brown	red
red	blue	brown

Cut and paste.
Underline the basic sound ck and D and J.

Dick and Jane





	and	
	and	
	and	

Dick	Dick
Jane	Jane
Jane	Dick

"Oh, look" is introduced. Plenty of blackboard practice to show that "Oh look" may be placed in different ways such as "Oh, Oh, look", or "Look, look!" or "Look Jane" or "Oh Jane", helps children to see that these words can be used in many ways. They are taught that the o͞o sound in look, sounds like the u in pŭt when the o͞o comes before the "k".

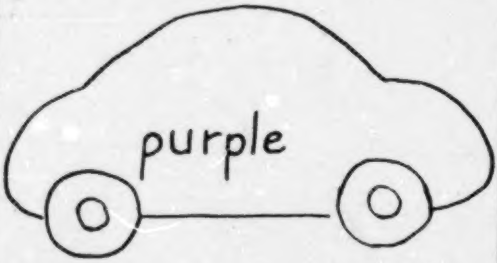
Cut and paste. Mark with red pencil, the o͞o sound.

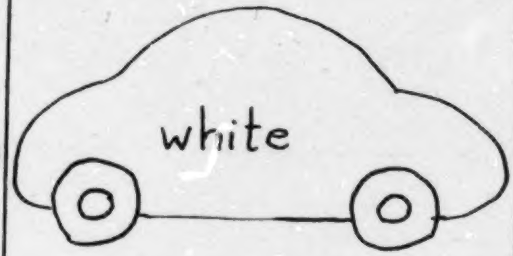
Oh	Oh, Oh	Oh, lo͞ok
Look, Jane	Oh, Oh, lo͞ok.	Oh Dick

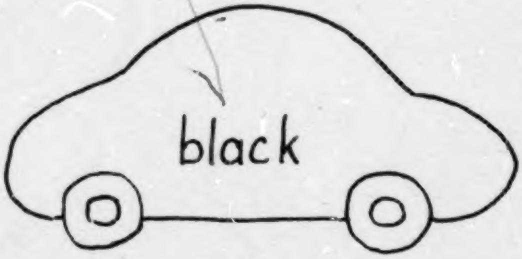
Oh	Oh Dick	Oh, look
Oh Dick	Oh, Oh	Look, Jane
Oh, Oh, look	Oh, look	Oh, Oh, look
Oh, Oh	Look, Jane	Oh

Grade I Pre primer

Cut and paste
under line the basic sounds ur wh ck



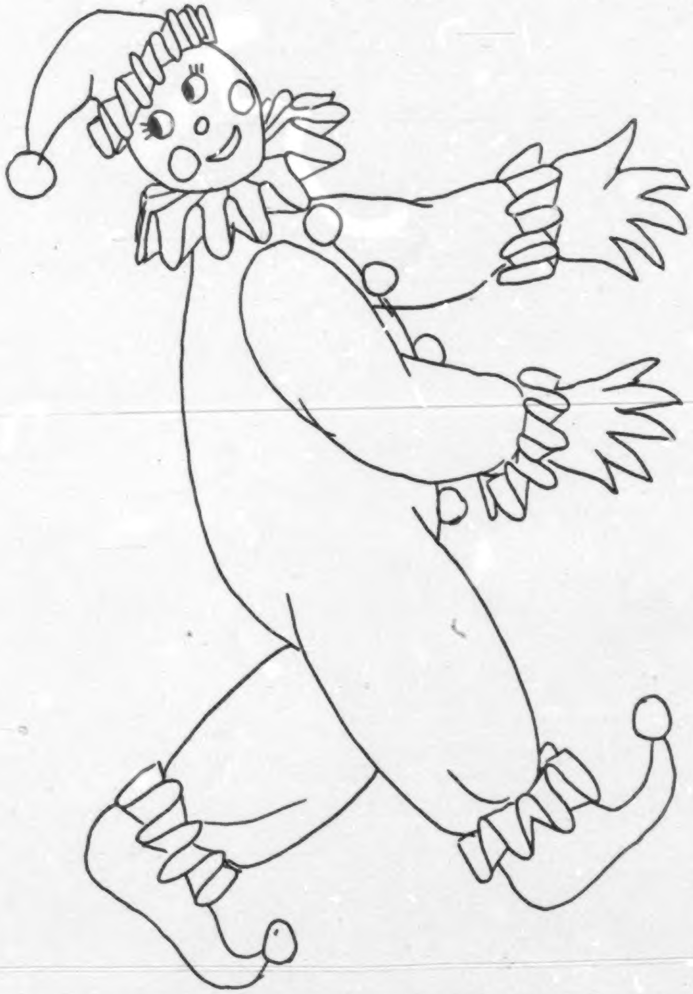




white	purple	black
black	white	purple
purple	black	white

The Second Week Grade I Look and see

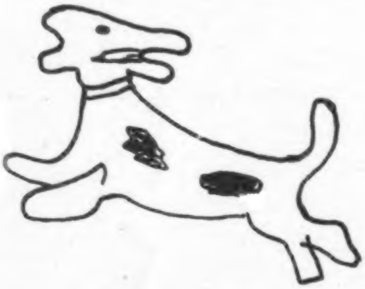
Cut and paste.

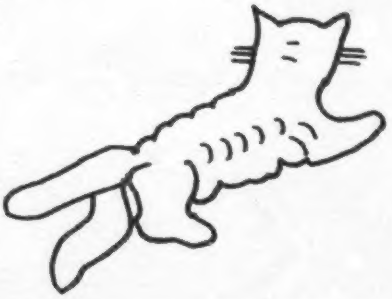


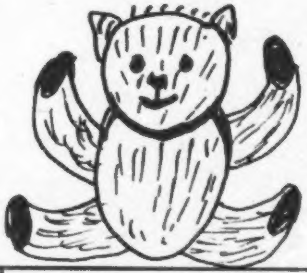
Funny	Funny
funny	funny

The second week Grade I Look and See

Cut and paste.





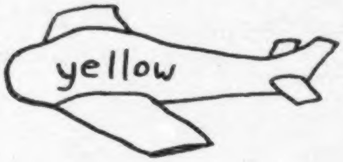


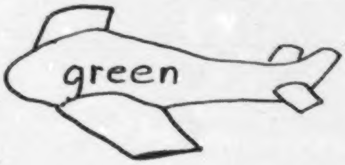
Puff	Puff	Spŏt
Tim	Spŏt	Tim
Spŏt	Tim	Puff.

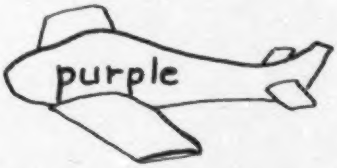
Grade I Pre primer.

Cut and paste

Underline the basic sounds ow ur ee



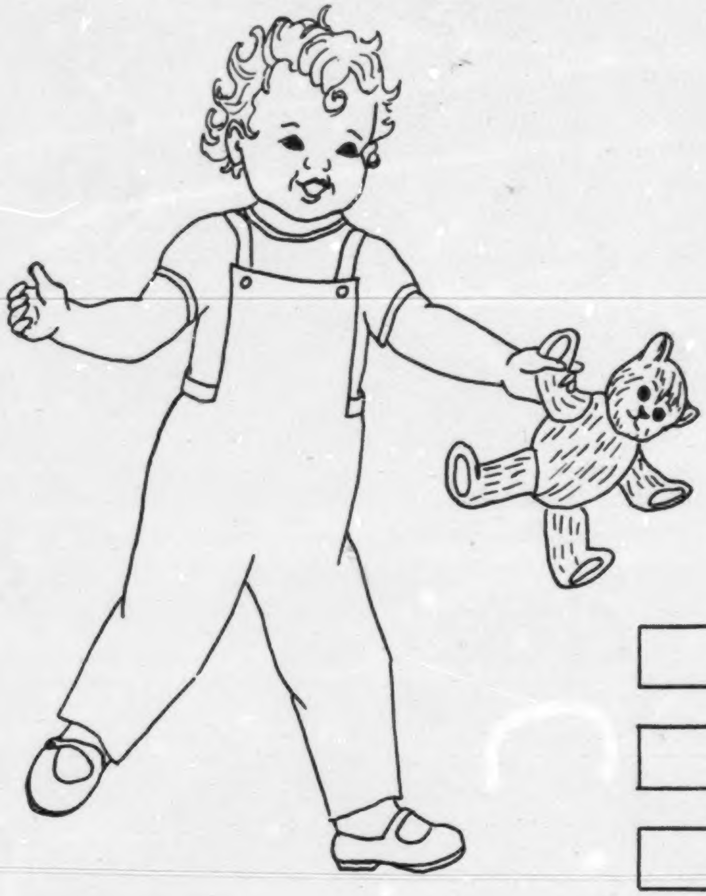




green	purple	yellow
yellow	green	purple
purple	yellow	green

The Second Week Grade I Look and See.

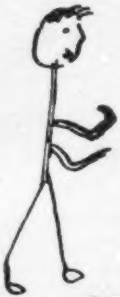
Cut and paste
Underline the B in Baby.
Colour the picture.



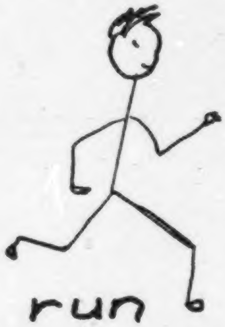
Baby	Baby	Baby	Baby

The second week Grade I. Look and See.

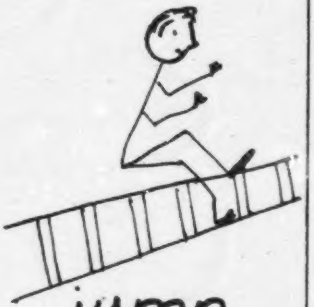
Cut and Paste



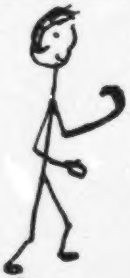
come



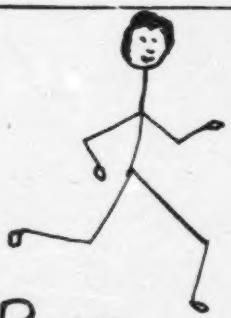
run



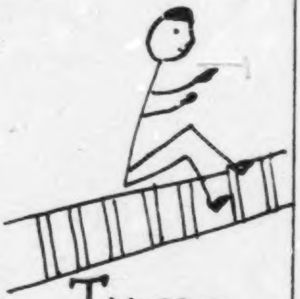
jump



Come



Run

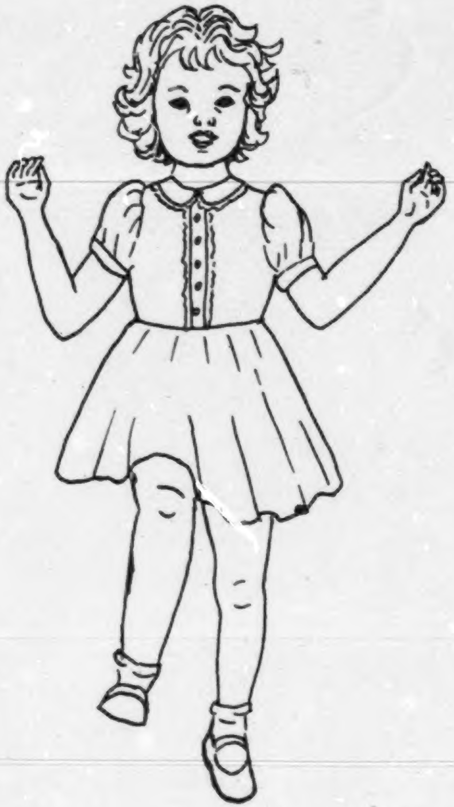


Jump

Run	Come	Jump
Come	Jump	come
jump	Run	run
come	run	jump

Colour the picture. Cut it out.
Paste it on coloured art paper.
Cut out the words and paste them under the picture in the right order: eg. Jump Jane.
Make a skipping rope for Jane, by pasting a piece of yarn on each hand extending it under her feet to represent a rope.

Jump Jane



Jump		Jane
Jane	Jump	Jump
Jane	Jump	Jane

Within eight to ten days a new goal is set up. The second set of sentences is sent home, and again children inform their parents of more new basic sounds and their rules. The child's goal is to attain his first primer if, when he brings back his sentences, he can say them, along with answering questions on basic sounds contained in the words, he receives his first primer "Look and See." All the previous "Look and See" seatwork has been completed before these books are given. Children feel the success of reading early. -Another goal is set up - which is the attaining of his second primer "Work and Play."

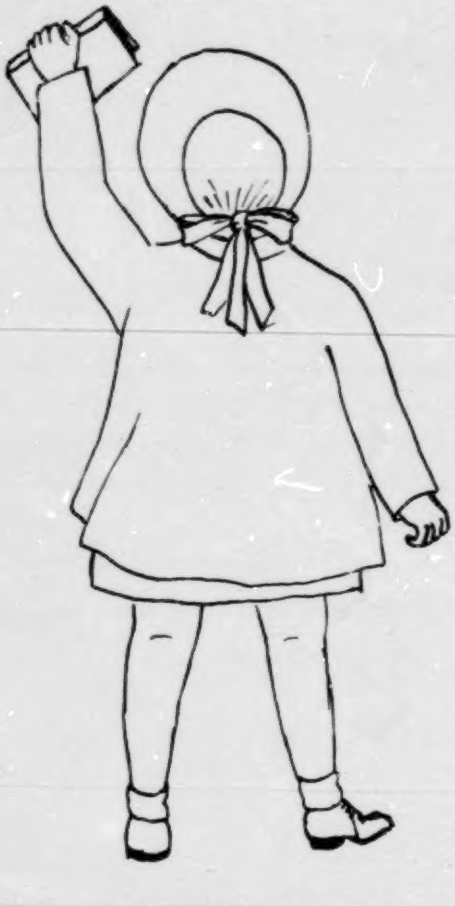
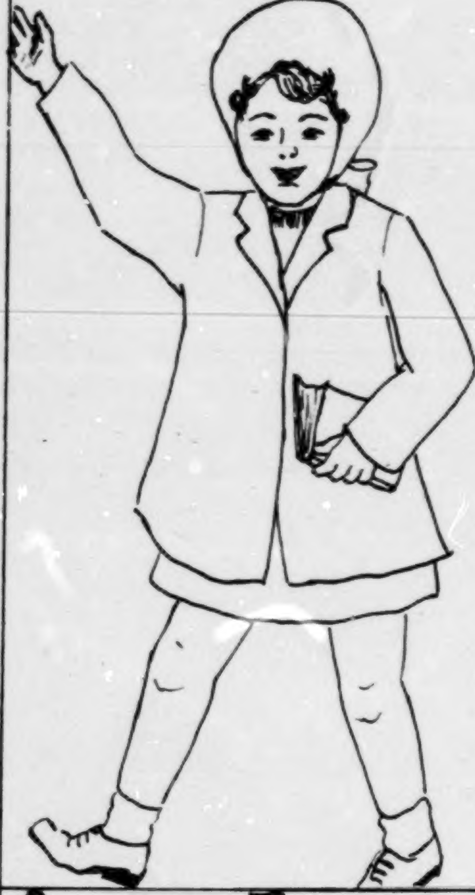
While the children enjoy the "Look and See" primer the "Work and Play" words are presented using the Blended Sound Sight Method, followed up with constructive seatwork contained in this book.

Cŏme ănd jump
Lo͝ok ănd see Jane jump
See Dick run ănd run
See Jane run and jump
Oh Spŏt! Oh Puff!
Run, run, run.
Run Spŏt,! Jump Puff!
Cŏme, cŏme, cŏme.
See Spŏt cŏme
Cŏme ănd jump
Cŏme ănd run ănd jump.
Cŏme ănd lo͝ok.
Oh, see Jane cŏme!

The above sentences can be sent home at the end of the second or third week. The exact time cannot be given since classes differ.

The third week Grade I. Look and See

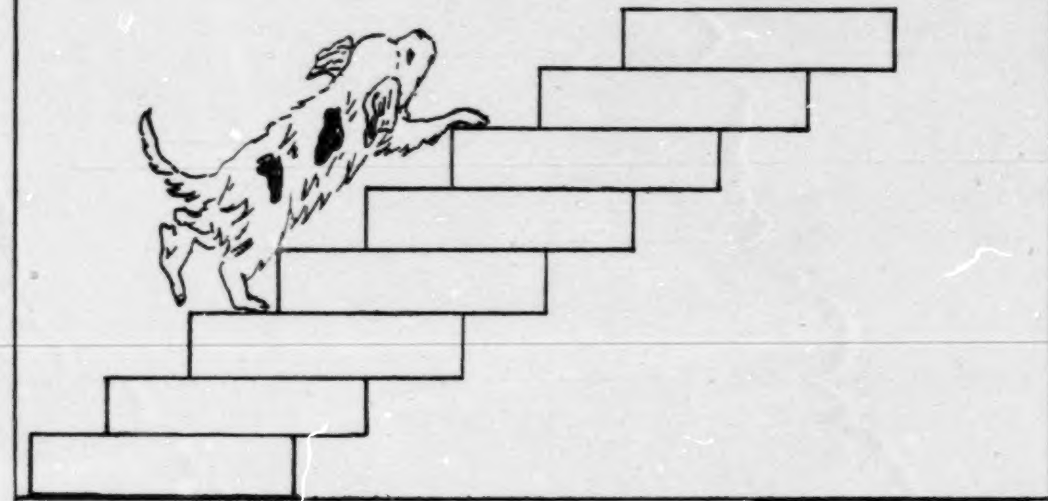
Colour the pictures and cut them out. Paste them on coloured art paper of your choice. Cut out the phrases and paste them under the appropriate pictures.

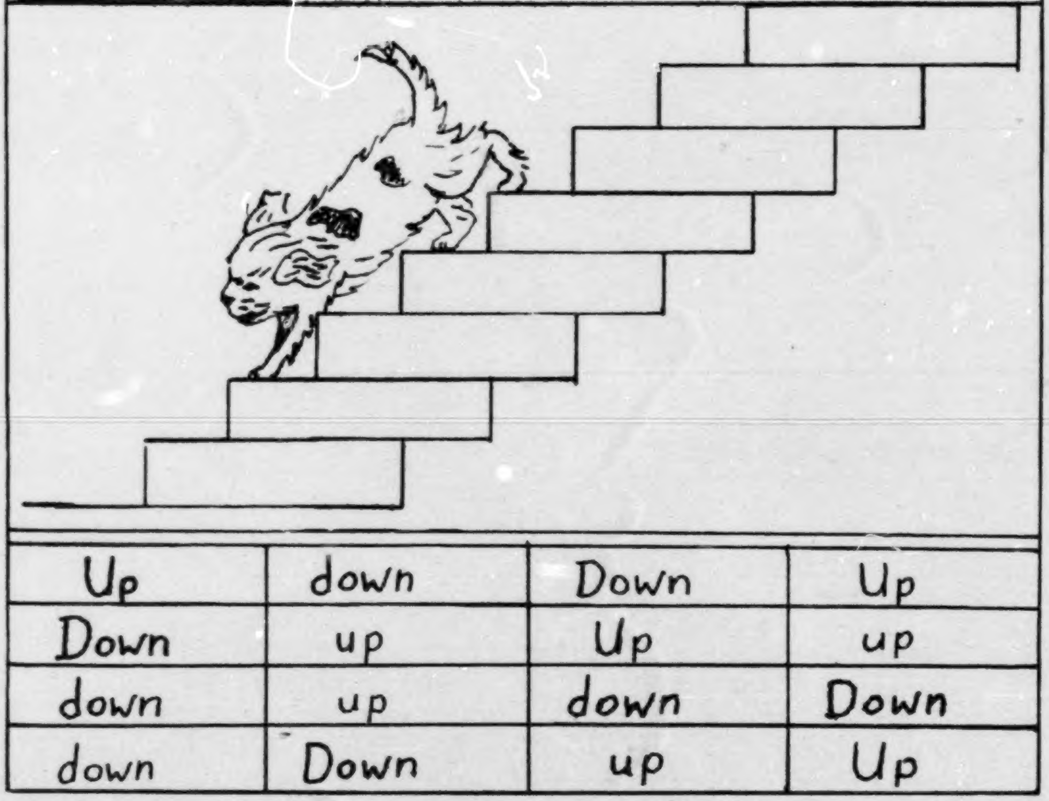
	
Come, Jane	Go, go, Jane.
Go, Jane	Go Jane, go.
Come, come, Jane.	Come Jane.
Go, go Jane.	Go Jane
Come Jane	Come Jane.
Come, come, Jane.	Go go Jane.

Grade I Look and See

Cut and paste.

Underline the basic sound ow



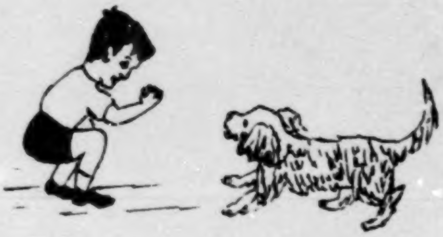


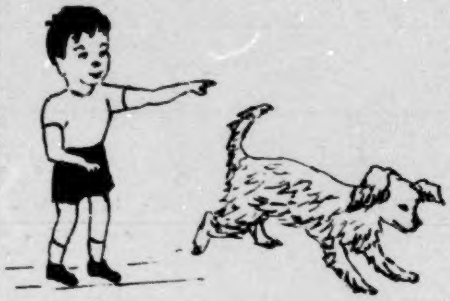
Up	down	Down	Up
Down	up	Up	up
down	up	down	Down
down	Down	up	Up

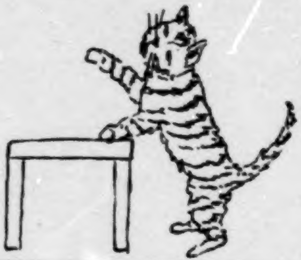
Grade I Look and See.

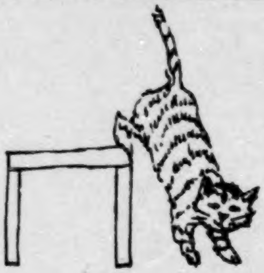
Cut and paste.

Underline the "ow" sound, as in down





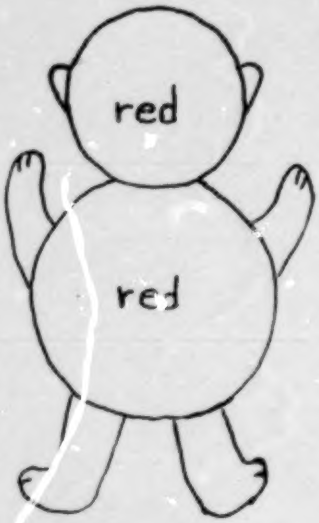


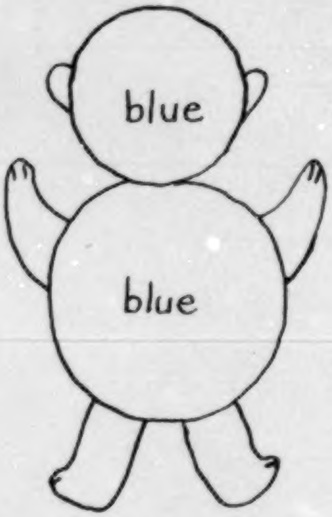


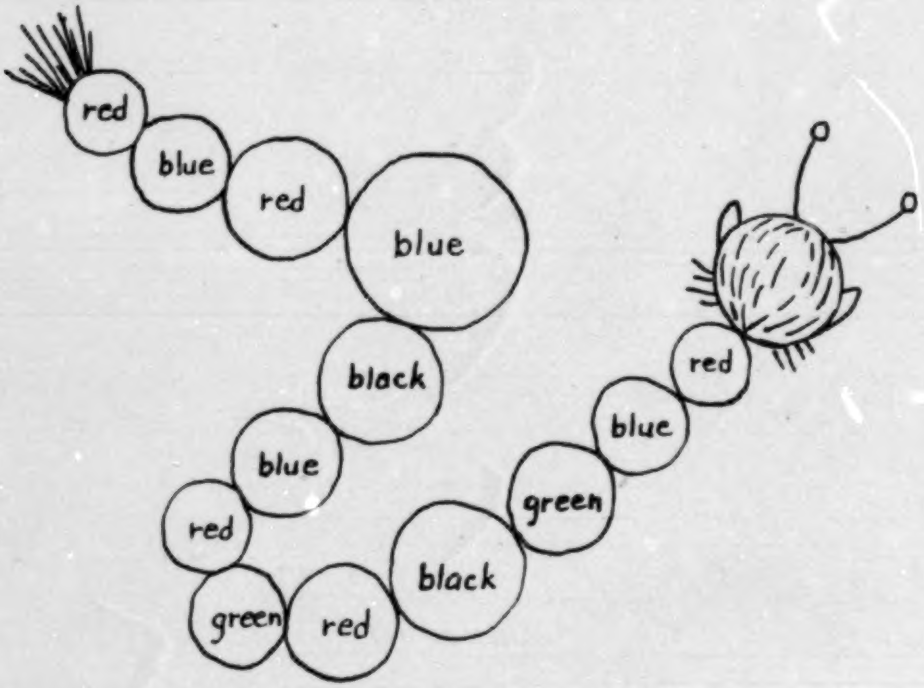
Go, Spot go.	Jump down, Puff.
Jump down, Puff.	Go, Spot go.
Come, Spot come.	Come, Spot come.
Jump up, Puff.	Jump up, Puff.
Go Spot, go.	Jump down, Puff.
Jump up, Puff.	Come, Spot come.

Grade I

Underline the basic sounds.



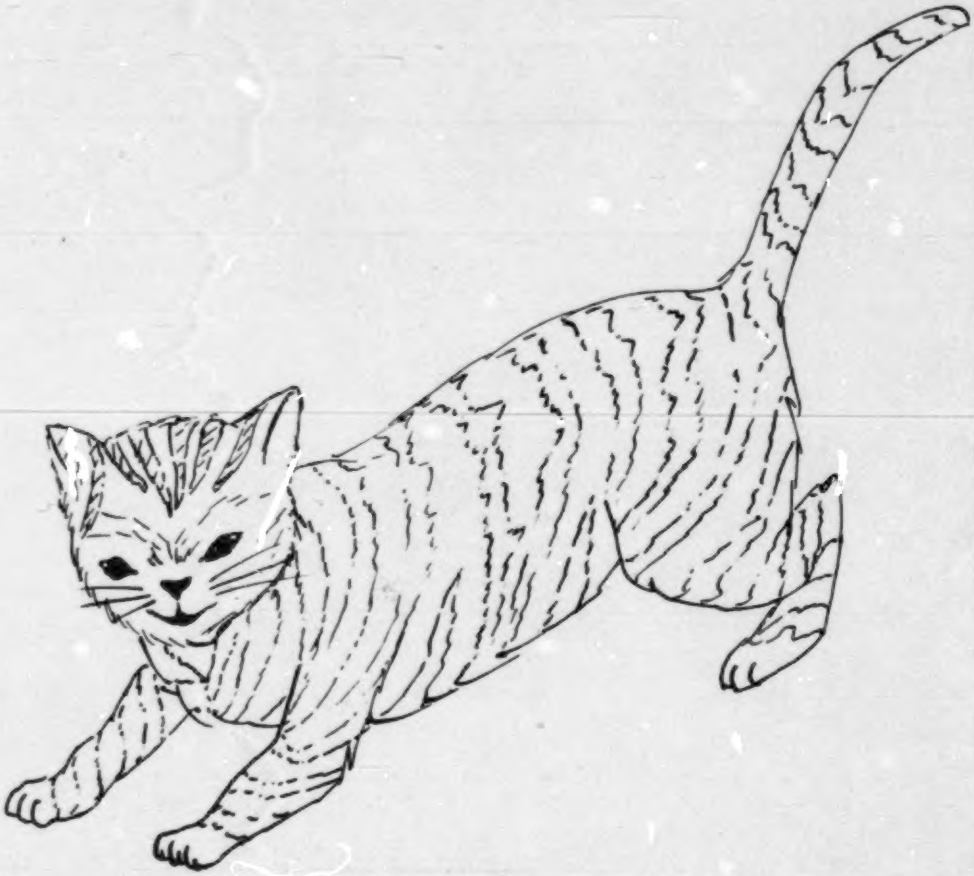



red
blue
red
blue
black
blue
red
green
red
black
green
blue
red

The Third week Grade I

Print the word Tim on each line.

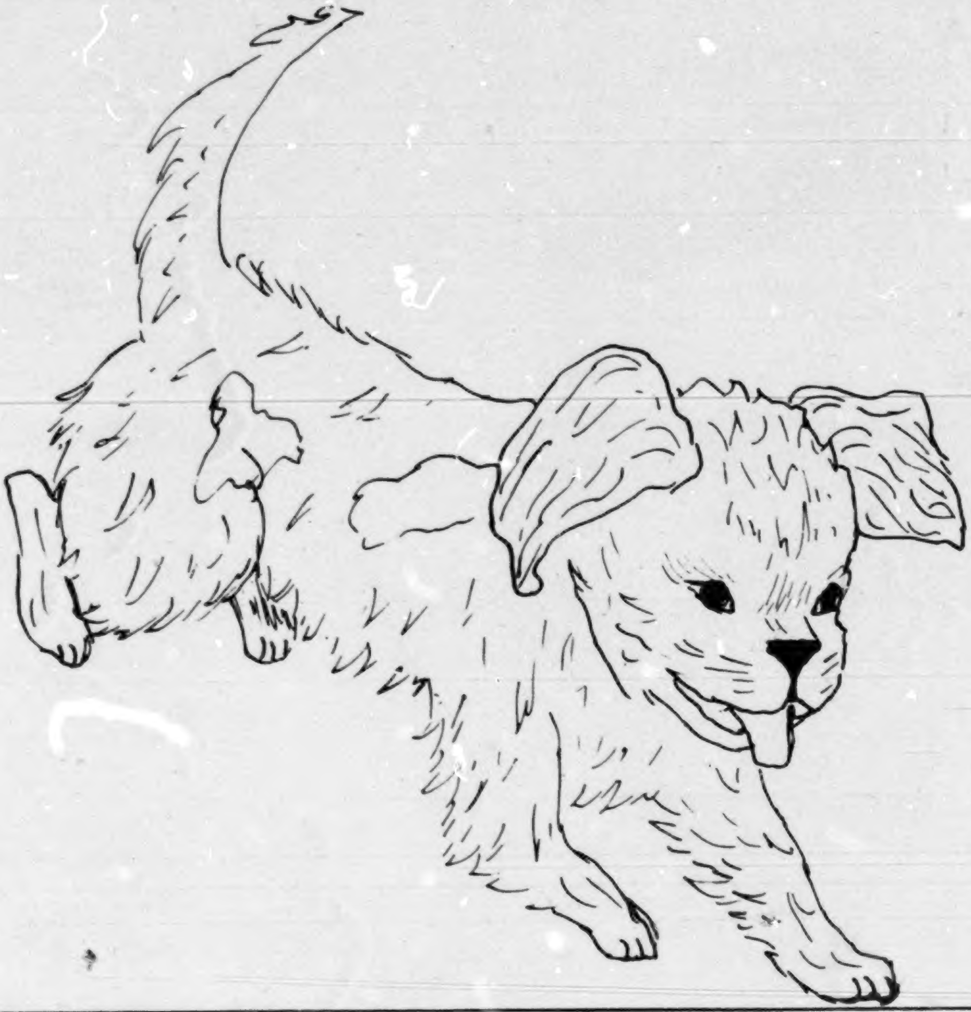
Print Puff
Colour Puff yellow and brown



Puff

Grade I

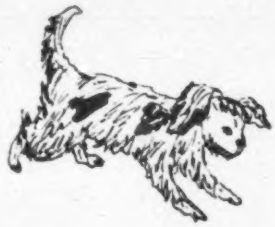
Print Spŏt
Colour Spŏt blăck and white.

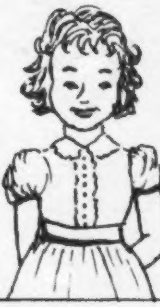


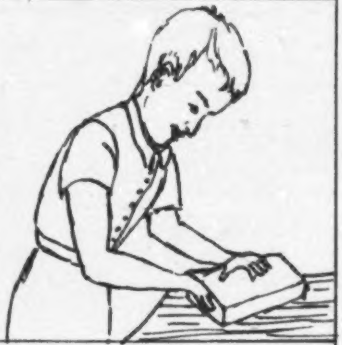
Spŏt

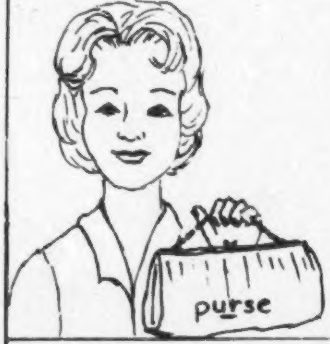
Teach er ir ur Grade I

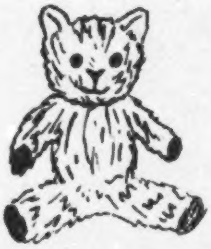
Cut and paste. Colour as instructed.
Underline the basic sounds "er", "ir", and "ur".
Jane is a girl. Colour Jane yellow.
Colour Mother's purse purple.

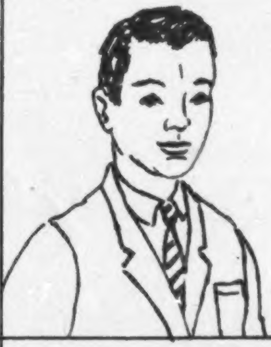


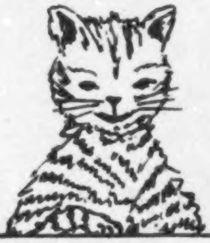










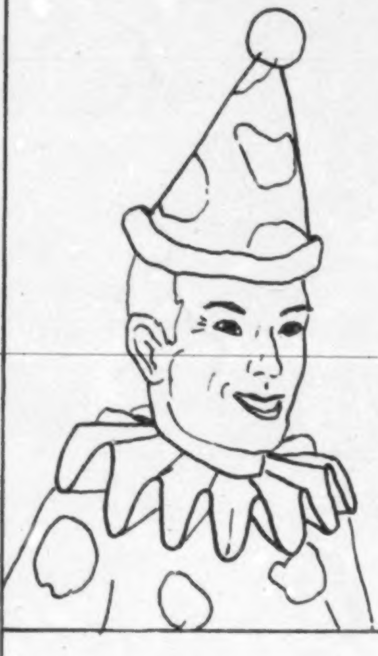


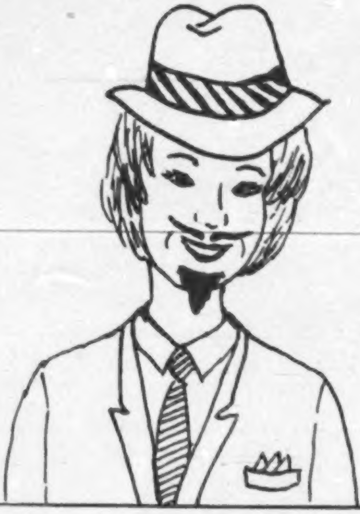
Mother Jane Tim Spot

Dick Father Puff

Grade I

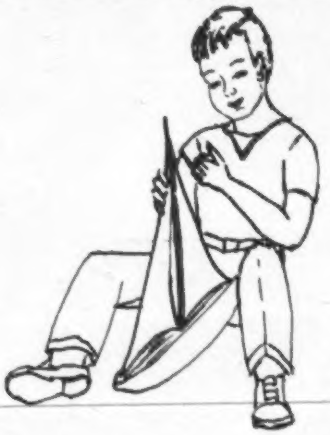
Cut and paste the sentences under the appropriate pictures.
Underline the basic tool sounds. ee er

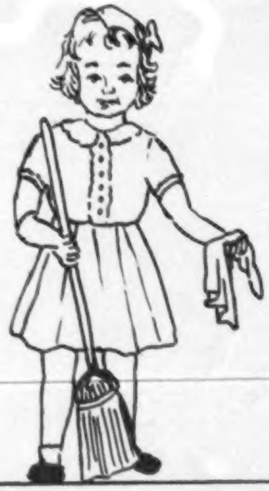


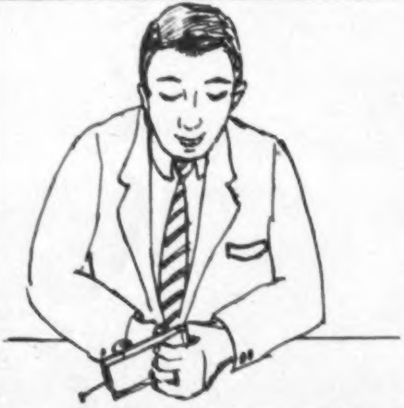


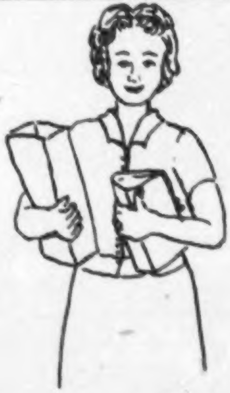
See funny Father	See funny Mother
See funny Mother	See funny Father
See funny Mother	See funny Mother
See funny Father	See funny Father

Teach that or in work sounds like er when preceeded by a "W."
Children like to print a small er above the or in work to help them remember. E.G. w$\overset{er}{or}$k.
Underline the or and er basic sounds.





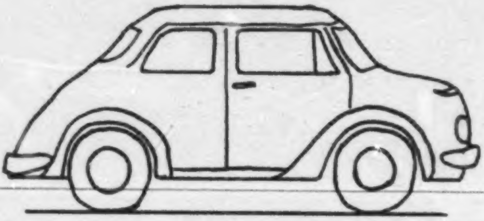


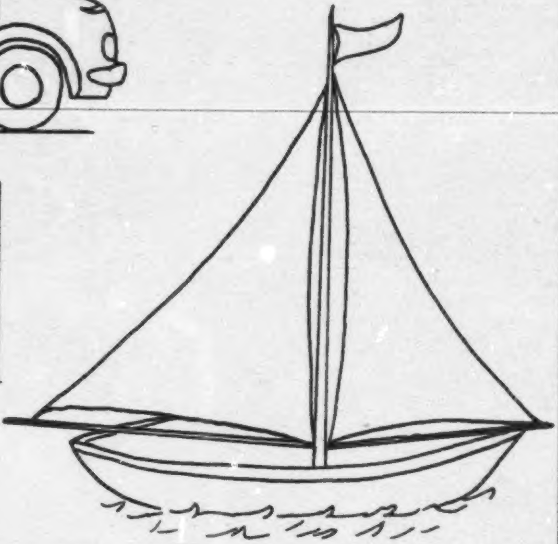


Mother works	Dick works
Father works	Mother works
Jane works	Jane works
Father works	Dick works

The first week Grade I Look and see

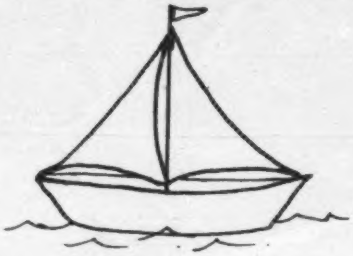
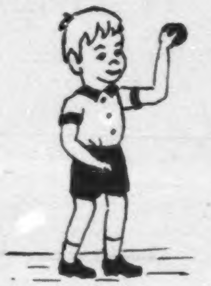
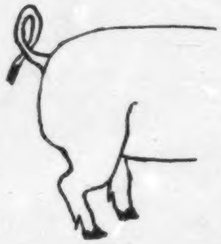
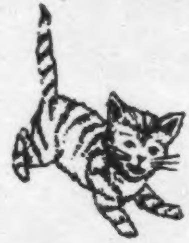
Cut and paste
Underline the basic sounds ar and oa.





car	boat	car
boat	car	boat

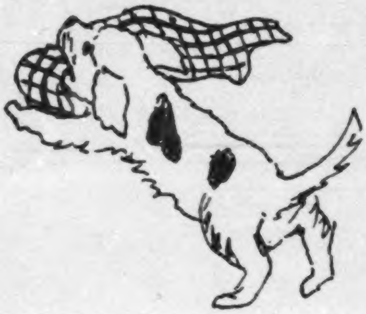
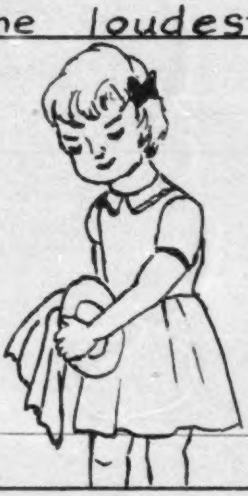
Teach ay and ai as in "play" and "sail".
ay says ā, ai says ā. ay comes at the end of words
ai comes in the middle of words.

	
Dick's boat can sail	Dick can play
	
I see a tail	Puff can play

Dick can play	Dick's boat can sail
Dick's boat can sail	Puff can play
Dick can play	I see a tail
I see a tail	Puff can play

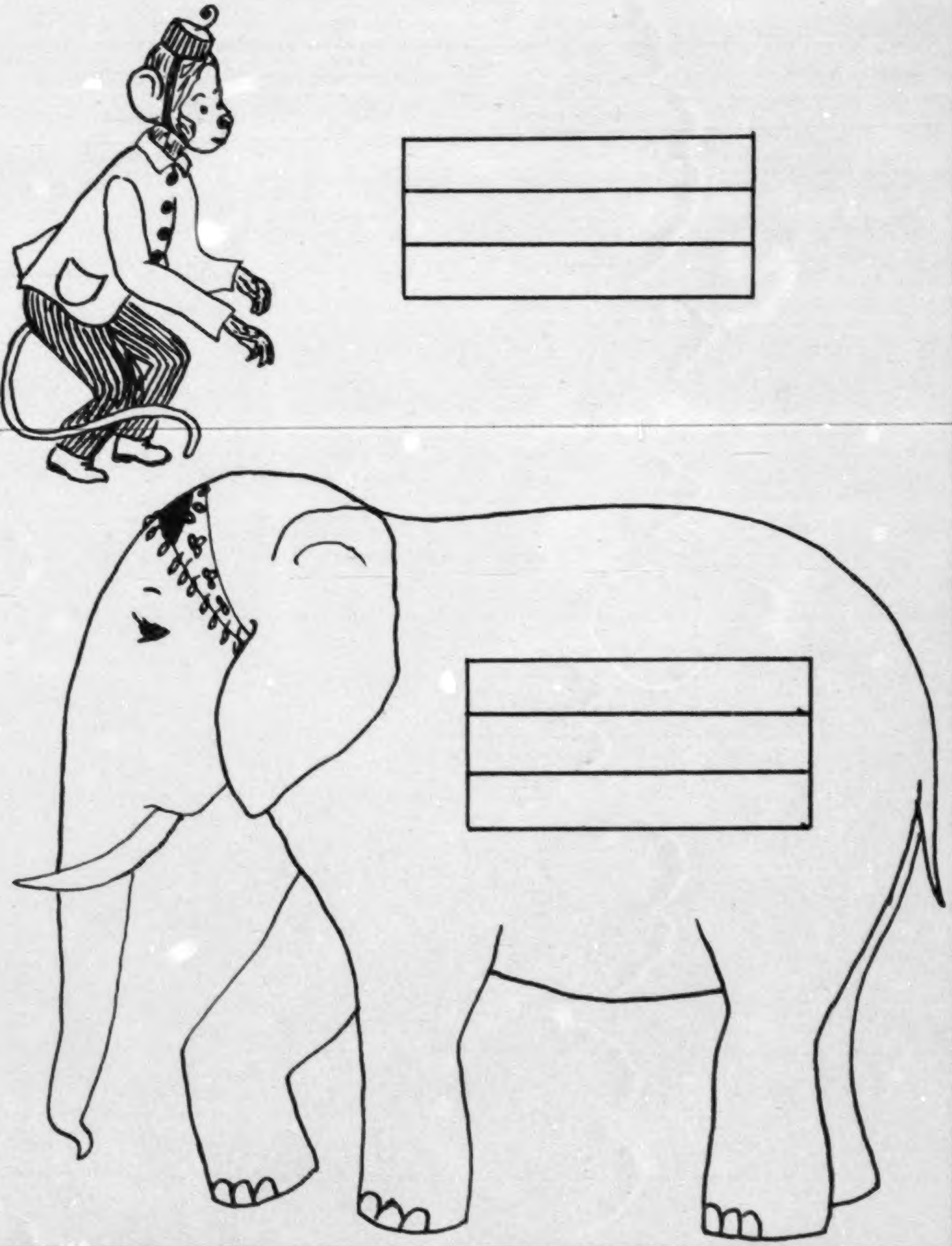
Grade I "Work and Play"

Cut and paste. Underline the consonant that sounds the loudest.

	
Spot hĕlps	Jane hĕlps

Jane helps	Spot helps
Spot helps	Jane helps
Jane helps	Spot helps
Spot helps	Jane helps

Cut and paste.

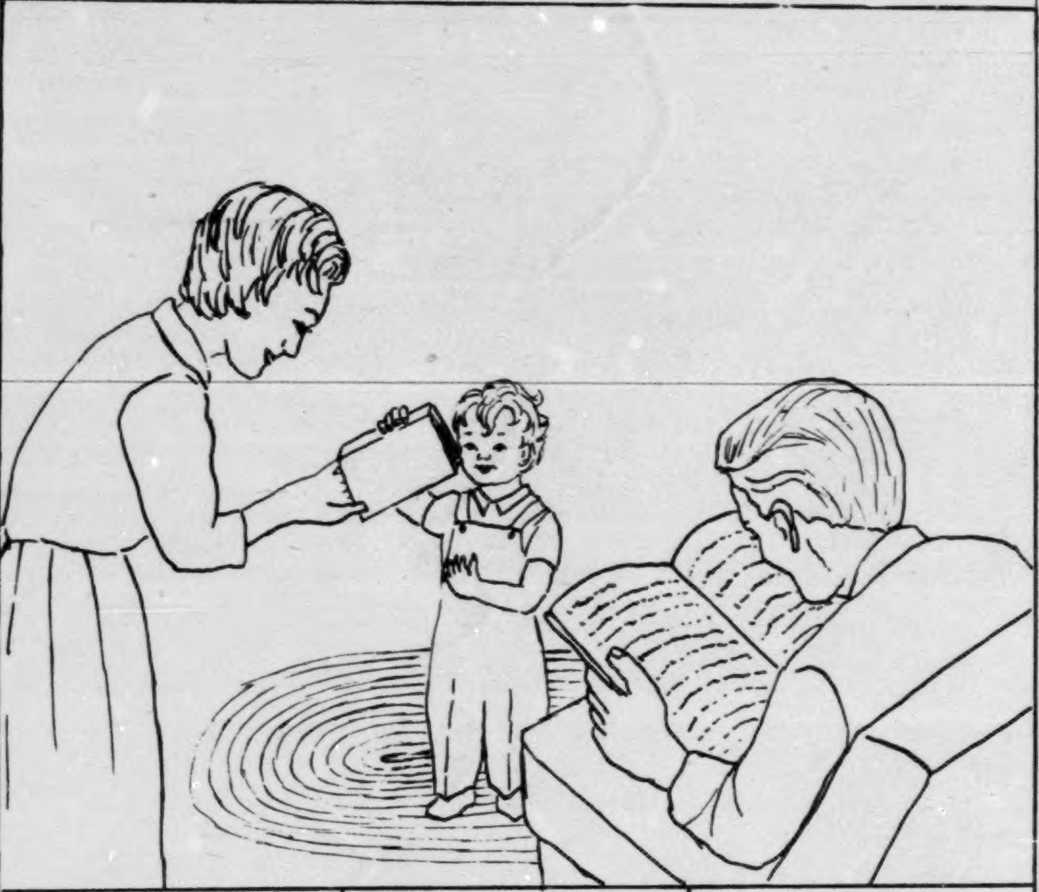


I am little	I am big	I am big
I am big	I am little	I am little

Grade I

The Mother The baby The Father

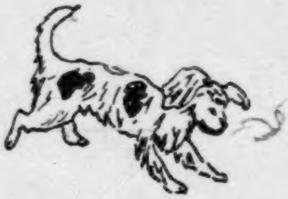
Cut and paste.

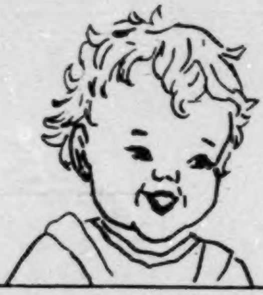


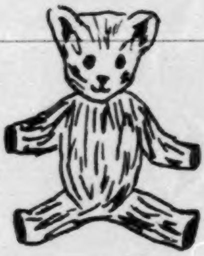
The baby	The Mother	The Father
The Mother	The baby	The Mother
The Father	The Father	The Father
The baby	The Mother	The baby

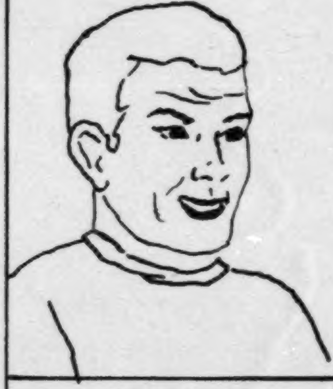
Grade I Work and Play

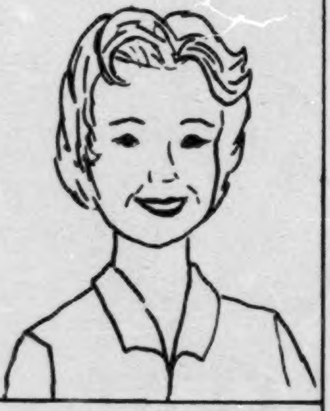
Teach "Find" and the "i" rule.
Cut and paste under the right picture.

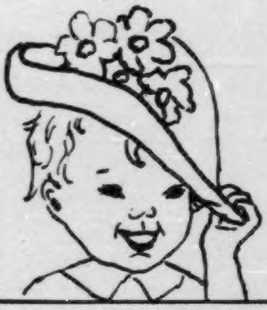








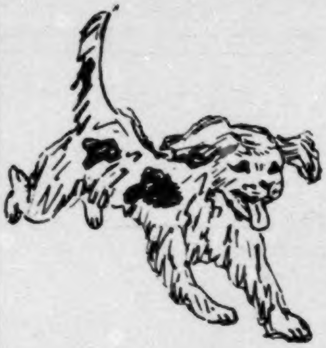


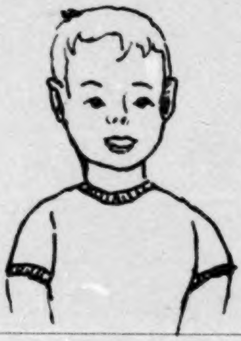


Find Father	Find Baby	Find Mother
Find Tim	Find Spot	Find funny baby

Review "Find" and teach "Make" (Teach the silent 'e' rule)

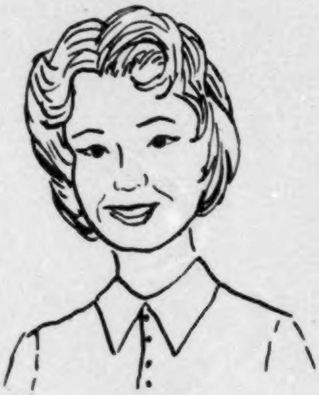
Make a boat for Dick.
Make a car for Father.



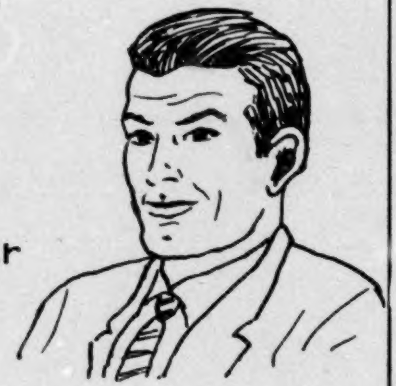


Find Spot

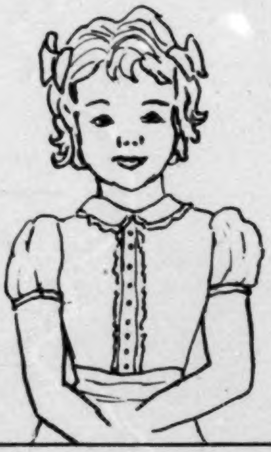
Find Mother

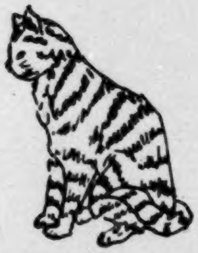


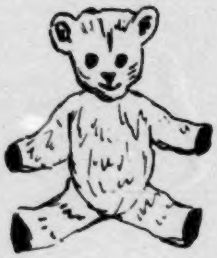
Find Dick
Find Father



Find Jane
Find Tim
Find Puff

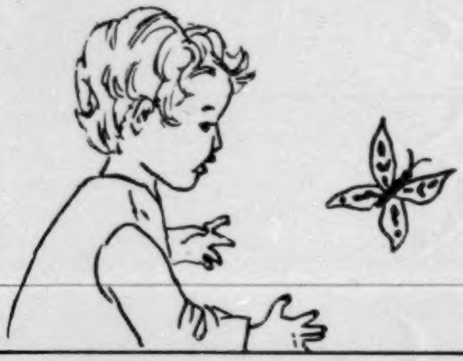


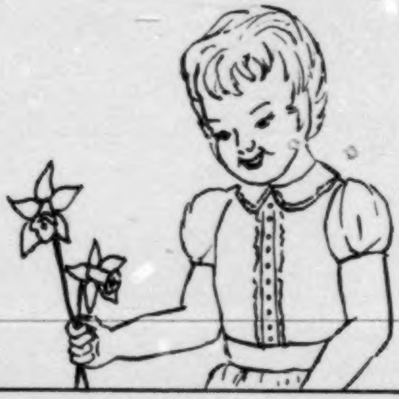


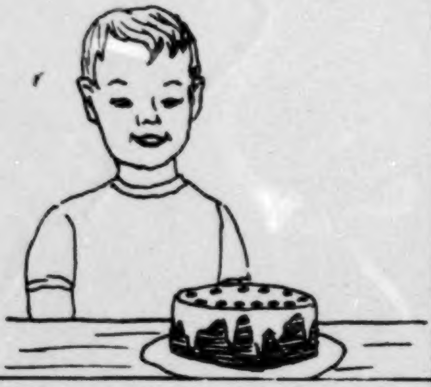


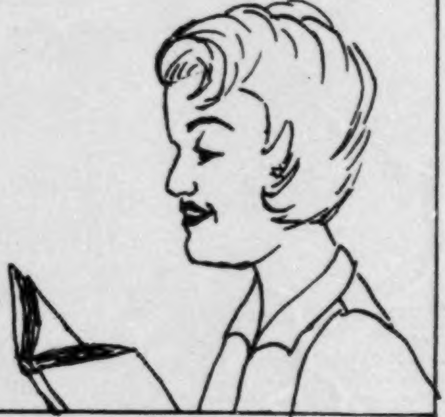
Grade I

Cut and paste the sentences beside the appropriate pictures.
Underline the compound words.









Baby sees something	Jane sees something
Dick sees something	Mother sees something
Jane sees something	Baby sees something
Dick sees something	Mother sees something

CORRESPONDENCE

One cannot know or work with Gertrude Ingham without recognizing her great vitality and sincere concern for the work and activity in her classroom. As in all good teachers' classrooms, there is an industrious and warm atmosphere. Students soon learn self-motivation and self-discipline and parents soon recognize the high standard of achievement attained by their children.

Educators in several other points have shown considerable interest in her work and are anxious to explore the possibilities of her program more closely. Any reading program that enables and motivates students to read widely and extensively is worthy of great merit. Mrs. Ingham is certainly to be commended for having formulated such a reading program and for having dedicated herself to the writing of this book so that interested teachers and other educators may share her findings with her.

G.G. Muir, B.Ed.,

Principal of Simpson School,
Yorkton, Saskatchewan.

As an associate Grade One teacher with Mrs. Ingham I had a good opportunity to observe her classes as she developed her reading method. We did not practice a closed door policy between ourselves, but co-operated freely in all phases of classroom work, so that I can speak with sure knowledge. The results achieved were truly amazing in all branches of the reading program, in fluency, in scope, in comprehension and also in written language. I might say that I experimented with the method myself, and found that it worked for me too. It worked even though I did not follow exactly the same procedures, and this, I think, speaks well for the basic soundness of the method itself.

Jean Brunsell,
Yorkton, Saskatchewan.

Mrs. Brunsell has been a successful teacher of Grade One classes for many years.

The outstanding features of the Blended Sound-Sight method of reading, in my opinion, are the ability of the individual students to read independently at an early stage in Grade One, their competence in spelling and their great knowledge of phonics. These features have enabled the students to do a tremendous amount of library book reading thus giving them and their parents an early appreciation of doing something and being successful at it.

William Olaksy, Supervisor-
Principal,
Swan River S.D. #1047

The Blended Sound-Sight Method developed by Mrs. Ingham is a complete phonics program which works. In my twenty-two years of teaching experience I have never before seen anything like it. In two weeks my pupils could read all of the first pre-primer. In the Gates Reading Test, given on the first of March, eight of my students were reading at a Grade IV level, and three quarters of the class were reading at a higher than Grade II level.

The Phonics program has a practical method of bridging the gap between reading training and independent reading. It teaches word attack in a way which is a delight to the children and gives them an eagerness to learn which is truly gratifying to the teacher. Best of all it provides a means of allowing each child to progress at his own speed. There is an unlimited challenge for the bright student and a sense of achievement for every child.

E. Boyce,
Swan River, Manitoba.

The Sound-Sight Method developed by Mrs. Ingham is a complete phonic program. The children started reading in two weeks and some of them started to read library books in six weeks.

This program has an intensive readiness program. During this part of the program the children learn by activities and thus their learning is a lot of fun.

The children have an enriched vocabulary. They are very good at writing stories and do so without asking the teacher to spell words.

This system includes a phonetic spelling system and this helps the children to remember the basic sound tools.

This is my third year as a Grade One teacher and I feel that my pupils have learned far more this year than they did the first two years using a different method.

It is a real thrill to observe these independent little people reading their books.

Mrs. Thirza Smith,
Swan River, Manitoba.

The second grade teacher must realize that when her class comes to her in September it will be a class that has advanced far beyond the curriculum requirements for Grade One. Many of the children will be reading at a Grade III and IV level. For this reason, the Grade II teacher must set up an organized plan which will use the prescribed reading series as its basis but will have built around it the varied procedures, and method used in the Blended Sound-Sight Method, so as to reinforce and review the learning which took place during the Grade One year.

In order to do this the teacher must:

(a) be very familiar with the Grade One program.

(b) know which children were taught the Blended Sound-Sight method and those new to the system (transfers in).

(c) have a series of testing devices ready so as to determine where each child stands. A thorough study must be made to find individual strengths and weaknesses. (e.g., testing of the seventy phonograms, spelling rules, free reading, ability to write creatively and independently). These tests should be a combined effort by the Grade I and II teachers.

From these tests must evolve the organized plan for the Grade II year mentioned previously. Using the prescribed reading material, follow the program as outlined, not accelerating, rather enriching, continually reviewing and reinforcing the initial learning of the spelling and phonic rules as they appear in the day by day work, continuing the independent writing and reading of stories and poems, and using the library.

The second grade must tackle bigger and more involved enrichment activities, otherwise progress may bog down. As the teacher sees that her pupils are ready and able, she should introduce the use of dictionaries, encyclopedias and other reference books, maps, globes and charts. She should encourage the writing of reports on books, people, places and events.

Because the children will be able to sound out almost any word that confronts them, vocabulary enrichment should become the key word, as many meanings will be vague and incomplete in their minds. Class made and individual word and picture dictionaries fit in well in this phase of the enrichment program. Good use should be made of Silent Reading tests to assure that full comprehension keeps pace with the reading growth.

These are only a few suggestions. Each teacher will have ideas and methods best suited to the particular situation they are teaching in.

To sum up, Mrs. Ingham's method of teaching beginning reading, calls for the best you have to give as a teacher, and brings out the best in the pupils. You must be willing to work at your teaching but you are fully rewarded by the results you see in the class.

Mrs. G. McKinney,
Simpson School, Yorkton, Sask.

As a teacher of Grade III in a multiple room graded school in a fast growing community, I must first say that the personnel of our classes changes radically from grade to grade, and it is therefore most difficult to give a report on the consecutive progress of any group. But it is very evident that pupils who receive a comprehensive early training in phonics and in the use of phonetics rules are still reaping the benefits of this teaching.

Miss Jean Rudy,
Yorkton, Sask.

Dear Mrs. Ingham:

I have found the material in your book very helpful in evaluation of results in my own classes of grades four and five.

In spite of the increased volume of books at our disposal, isn't it surprising to find that many children today cannot read? Some children after several years in school cannot read at all. Others read laboriously with a minimum of comprehension. Of course there are always a few students who learn to read regardless of handicaps or blocks that may inadvertently be placed in their path.

I realize by comparison that many of my class fall below your Grade I class in standard of achievement in language, spelling, and written work. I notice how often your children use the word "too" correctly, also 's. I have children who use the 's every time they need to write the plural of a word. It is very difficult to eradicate a wrong concept and establish the correct one.

If the Blended Sound-Sight Method of Developmental Reading can really produce such remarkable results in Grade I and we have evidenced that it can, then we sincerely applaud you.

More and more we are getting away from the negative method of pressuring children, to the positive constructive method of helping them to unfold as naturally as the bud becomes the flower.

In Appreciation,

A British Columbia school
teacher

THE BLENDED SOUND-SIGHT READING PROGRAM

--As expressed by the Teachers of Northern Areas

A new reading program known as the Blended Sight-Sound System, developed by Mrs. A.G. Ingham, was the subject of a talk given by the author to a group of teachers throughout the Northern Areas of Saskatchewan. Although, as of necessity, the address lasted only one day in each community, it was extremely worthwhile to the teachers of the North.

Educators have waited many years for an answer to the 'reading problem'. Of course, it's a pity that it had to become a problem at all, but one can see quite clearly how it has developed. The confusion as far as reading is concerned was not born in the mind of the child but in the minds of those teaching it. For years we have argued about the 'correct method' of teaching reading skills but have not achieved the heights we hoped for.

The teaching of reading falls mainly into two types: 'the look and say method' (sight) and 'the phonics method' (sound). Here at last is a method which incorporates both these approaches and gives us the very best use of each. It has taken Mrs. Ingham many years to develop and perfect her reading method. She gives a great deal of the credit to her pupils who unknowingly have helped her to evolve a program which allows children to develop at their own rate, according to their own abilities and through their own experiences.

What is exciting about the Blended Sight-Sound System is that it gives to children of a very young age the opportunity to do research work, the sort of research work usually accorded only to much older children--research being the more meaningful way to true learning. Discovery in learning is what keeps it alive and exciting and through the Blended Sight-Sound System the child is discovering daily new words, and he is acquiring familiarity in application of those words. Because the child discovers these words for himself, they belong to him and he feels confident to write and express himself with the newly found knowledge.

Since there are obvious difficulties in our language these have to be dealt with early in the child's education. By using the Blended Sight-Sound System these difficulties are prevented before they develop into permanent problems along the child's path to learning the technique of reading. Any mistakes, which inevitably occur during a child's learning period, are corrected immediately, at the precise point of need. This too is a preventative measure which helps to build a child's self-confidence.

The traditional Orthography of the English Language is illogical. But this illogicality should not prevent the child from learning to read. Indeed it has never prevented the very able child, but fortunately the very able child learns despite his teacher. It is to the slow and average child that the Blended Sight-Sound System will prove most valuable--especially since it was developed in a classroom with children of mixed ability. Here is a program which organizes a meaningful teaching scheme, and which guides the child through the many pitfalls on his way to fluent reading.

During the lecture , Mrs. Ingham showed us examples of the children's creative writing. We were surprised at the standard of work that Grade I children were achieving. The stories and book reports the children had written were interesting, well expressed and contained no basic spelling mistakes at all. The dream of every teacher? A method such as the Blended Sight-Sound System leaves both child and teacher free to explore and discover together the joys of poetry, literature, art, science, and many other subjects, for it is a method which not only eliminates the frustration of meaningless repetitive teaching, but also shows how phonics can be blended, or as Mrs. Ingham describes it, 'tied' into every subject. Phonics is not taught as an isolated formal lesson. The phonics becomes the necessary ingredient for reading growth and therefore aids development in all subjects.

A window along the corridors of education has recently been blown open, and gives a fresh breath of life to learning. The Blended Sight-Sound System makes a valuable contribution to this new epoch. For apart from being a phonics way to reading and writing it is a training in social graces. It asks of children that they should help one another, respect one another, and learn to live together even in trying situations. Because the scheme allows each child to develop at his own rate, it teaches children that although created equal, not all children have the same abilities and aptitudes: that they work at varying paces and varying degrees of ability. They learn to share and rejoice in another's achievement. In short, they begin to grow into the type of citizen the world so badly needs today.

Discipline no longer exists as a fearful threat, (the strap is far too easily used and believed to be an end in itself), but as a self-imposed code of living. It therefore has meaning and acceptance since it is self-imposed by each member of the group.

Before Mrs. Ingham's visit, I too had been teaching reading through phonics, but had nothing like the detailed, well-planned program which she has worked out. I immediately adopted the program in my own classroom. A term has now elapsed since then and already I can see the new life it has given to my teaching and the children's enjoyment of learning. They have become more confident and outgoing, more expressive, and undoubtedly more interested in school activities. The slower children were reluctant to attack new words, to even put pencil to paper; but since I introduced them to this new program, they have not only become more curious and active, but have approached me constantly throughout the day telling one of their discoveries relating to work we had discussed. They have also begun to write spontaneously and finding great joy in realizing that they can express themselves well enough for others to understand. The brighter children have gone ahead by leaps and bounds. They are only in Grade I and II but have been writing up to five pages of reports, stories, diaries, etc., entirely on their own initiative. They have now begun to ask for work which they can do at home. The teachers of Grades II and III have also found the Blended Sight-Sound System very helpful in improving reading, spelling and grammar.

Many teachers, not only those of Northern Areas, have wondered why a program such as this is not made available to teachers as a credit course. I see it as an invaluable part of teacher training. Since the Blended Sight-Sound System works towards learning techniques which the child can use to attack any word he may encounter, it is extremely useful to children of the North, whose native tongue may be Cree, Chipiweyan, or Eskimo. Native words which are meaningful could be used as the main source for learning these techniques, thereby going always from the known to the unknown. A well-known expert in Education once stated: "You can teach anything to any child at any age, even a university concept, if you can talk at his level". This program shows in a practical way how this can be done. Although it gives so much, it also asks a lot. It asks us to take a new look at the way we are teaching our children. It asks that we be brave enough to try out new ideas, to think again of what our aims in educating the young should be. It asks of us "What does the child think Education is?" As Mrs. Ingham says, "It is what is happening inside of him". So often we think of Education as things which happen outside of him. We cannot separate thinking and doing. Always in what we do, we create a relationship between things and people, between thought and action.

The Blended Sight-Sound System is indeed a valuable contribution to Education.

Beatrice M.A. Deen,
Northern Areas, Sask.

REFERENCES

SUGGESTED LIBRARY LIST FOR GRADE ONE'S BEGINNING SECTION OF THE INDIVIDUALIZED LIBRARY

Note: The beginning books listed below are very important when setting up an Individualized Library in Grade One. These books act as stepping stones which provide opportunity for children to select their own books from a variety of Pre-Primer and Primer books early in the year and at the same time provide opportunity for functional reading where children can feel the joy of success.

Most of the books in this list may be purchased from WESTERN BOOK AND STATIONERY, 143 Third Avenue S., Saskatoon, or YOUNG'S STATIONERY, 212 Third Avenue S., Saskatoon.

AUTHOR	TITLE	PUBLISHER
BOND ET AL	THREE OF US	RYERSON PRESS
BOND ET AL	PLAY WITH US	RYERSON PRESS
BOND ET AL	FUN WITH US	RYERSON PRESS
BOND ET AL	RIDE WITH US	RYERSON PRESS
HILDRETH ET AL	MAC AND MUFF	HOLT, RINEHART & WINSTON
HILDRETH ET AL	TOM AND DON	HOLT, RINEHART & WINSTON
HILDRETH ET AL	GOING TO SCHOOL	HOLT, RINEHART & WINSTON
HILDRETH ET AL	MARY AND BILL	HOLT, RINEHART & WINSTON
CRABTREE ET AL	RUNAWAY TOYS	HOLT, RINEHART & WINSTON
	Associate Set	
	BIG AND LITTLE	HOLT, RINEHART & WINSTON
	HERE WE GO	HOLT, RINEHART & WINSTON
	MAKE A WISH	HOLT, RINEHART & WINSTON
	SOMETHING FOR ME	HOLT, RINEHART & WINSTON
	COME HERE	HOLT, RINEHART & WINSTON
	STOP AND LOOK	HOLT, RINEHART & WINSTON
	GO UP	HOLT, RINEHART & WINSTON
O'DONNELL	SKIP ALONG	COPP CLARKE
O'DONNELL	UNDER THE SKY	COPP CLARKE
O'DONNELL	OPEN THE DOOR	COPP CLARKE
O'DONNELL	HIGH ON A HILL	COPP CLARKE
McINTOSH, J.R.	OFF TO SCHOOL	COPP CLARKE
OSWALD	LITTLE BROWNIE	COPP CLARKE
OSWALD	SHADOW THE CAT	COPP CLARKE
OSWALD	FRISKY THE GOAT	COPP CLARKE
OSWALD	HUNDREDS OF TURKEYS	COPP CLARKE
OSWALD	PENNY THE PUPPY	COPP CLARKE

AUTHOR	TITLE	PUBLISHER
SONDERGARD	PEANUTS THE PONY	COPP CLARKE
SONDERGARD	MAYBELLE THE DONKEY	COPP CLARKE
SONDERGARD	BIDDY AND THE DUCKS	COPP CLARKE
PHILLIPS	MOLLY PETE AND GINGER	COPP CLARKE
WITTY	LITTLE LOST DOG	COPP CLARKE
RUSSELL ET AL	MY LITTLE RED STORY BOOK	GINN & CO.
RUSSELL ET AL	MY LITTLE BLUE STORY BOOK	GINN & CO.
RUSSELL ET AL	MY LITTLE GREEN STORY BOOK	GINN & CO.
RUSSELL ET AL	COME WITH US	GINN & CO.
	ON OUR WAY	W.J. GAGE LTD.
	TIME TO PLAY	W.J. GAGE LTD.
	ALL IN A DAY	W.J. GAGE LTD.
	THE RED BOOK	MacMILLAN CO.
	THE GREEN BOOK	MacMILLAN CO.
	SECTION TWO	
	The Follett Books	
	IN JOHN'S BACK YARD	RYERSON PRESS
	MR. BARNEY'S BEARD	RYERSON PRESS
	JUST FOLLOW ME	RYERSON PRESS
	SOMETHING NEW AT THE ZOO	RYERSON PRESS
	THE CURIOUS COW	RYERSON PRESS
	PEAR GOES TO SCHOOL	RYERSON PRESS
	THE HILL THAT GREW	RYERSON PRESS
	MABEL THE WHALE	RYERSON PRESS
	THE HOLE IN THE HILL	RYERSON PRESS
	CHRISTOPHER COLUMBUS	RYERSON PRESS
	MISS HATTIE AND THE MONKEY	RYERSON PRESS
	NOBODY LISTENS TO ANDREW	RYERSON PRESS
	BENNY THE BEAR	RYERSON PRESS
	HOW TO FIND A FRIEND	RYERSON PRESS
	KEEP YOUR EYES OPEN	RYERSON PRESS
	WHEN I GROW UP	RYERSON PRESS
	The Wonder Books	
	HURRY UP SLOW POKE	GEORGE J. McLEOD
	THE MONKEY IN THE ROCKET	GEORGE J. McLEOD
	THE SECRET CAT	GEORGE J. McLEOD
	THE OLD MAN AND THE TIGER	GEORGE J. McLEOD
	FLY AWAY AT THE AIRSHOW	GEORGE J. McLEOD
	THE BIG GREEN THING	GEORGE J. McLEOD
	SNOW WHITE AND THE SEVEN DWARFS	GEORGE J. McLEOD
	CINDERELLA	GEORGE J. McLEOD
	PETER RABBIT	GEORGE J. McLEOD

AUTHOR	TITLE	PUBLISHER
	RAGGEDY ANN'S SECRET	GEORGE J. McLEOD
	ALICE IN WONDERLAND	GEORGE J. McLEOD
	MORNING NOISES	GEORGE J. McLEOD
	SLEEPING BEAUTY	GEORGE J. McLEOD
	WHAT IS THAT?	GEORGE J. McLEOD
	A VISIT TO THE HOSPITAL	GEORGE J. McLEOD
	THE COSY LITTLE FARM	GEORGE J. McLEOD
	FAMOUS FAIRY TALES	GEORGE J. McLEOD
	POPEYE	GEORGE J. McLEOD
	A VISIT TO THE DENTIST	GEORGE J. McLEOD
	BEDTIME STORIES	GEORGE J. McLEOD
	POPEYE GOES ON A PICNIC	GEORGE J. McLEOD
	I SEE THE SKY	GEORGE J. McLEOD
	THE COUNTING BOOK	GEORGE J. McLEOD
	BAMBI'S CHILDREN	GEORGE J. McLEOD
	THE CHOO CHOO TRAIN	GEORGE J. McLEOD
	THE MAKE BELIEVE PARADE	GEORGE J. McLEOD
	LITTLE PETER COTTONTAIL	GEORGE J. McLEOD
	A CHILD'S FIRST PICTURE DICTIONARY	GEORGE J. McLEOD
	THE BUSY BABY LION	GEORGE J. McLEOD
	A SURPRISE FOR MRS. BUNNY	GEORGE J. McLEOD
	Tell A Tale Story Books	
	LOOPY de LOOP	WHITMAN PUBLISHING-GOLDEN PRESS
	THE BREMEN TOWN MUSICIANS	WHITMAN PUBLISHING-GOLDEN PRESS
	IN UNDER AND THROUGH	WHITMAN PUBLISHING-GOLDEN PRESS
	HOW CAN WE GET TO THE ZOO?	WHITMAN PUBLISHING-GOLDEN PRESS
	MICKEY MOUSE IN OUTER SPACE	WHITMAN PUBLISHING-GOLDEN PRESS
	FANTASTIC FOUR	WHITMAN PUBLISHING-GOLDEN PRESS
	LASSIE	WHITMAN PUBLISHING-GOLDEN PRESS
	THE GINGERBREAD MAN	WHITMAN PUBLISHING-GOLDEN PRESS
	GOOD-BYE TONSILS	WHITMAN PUBLISHING-GOLDEN PRESS
	MY SPECIAL DAY	WHITMAN PUBLISHING-GOLDEN PRESS
	BABY CHEERFUL TEARFUL	WHITMAN PUBLISHING-GOLDEN PRESS
	STOP THAT KITTY CAT	WHITMAN PUBLISHING-GOLDEN PRESS
	IT'S CALLED GRANDPA AND ME	WHITMAN PUBLISHING-GOLDEN PRESS
	FUN AT THE BEACH	WHITMAN PUBLISHING-GOLDEN PRESS
	A CAT CALLED CINDY	WHITMAN PUBLISHING-GOLDEN PRESS
	THERE'S A MOUSE IN OUR HOUSE	WHITMAN PUBLISHING-GOLDEN PRESS
	SECTION THREE	
	Read Aloud Books	
	READ ALOUD PETER RABBIT STORIES	GEORGE J. McLEOD
	READ ALOUD PUPPIES	GEORGE J. McLEOD
	KITTEN AND CAT STORIES TO READ ALOUD	GEORGE J. McLEOD
	ANIMAL STORIES TO READ ALOUD	GEORGE J. McLEOD
	READ ALOUD KINDERGARTEN STORIES	GEORGE J. McLEOD
	READ ALOUD FIVE LITTLE PEPPERS	GEORGE J. McLEOD

AUTHOR	TITLE	PUBLISHER
PAVEL, F.K.	RUMPELSTILTSKIN	HOLT, RINEHART & WINSTON
NEWBERRY	APRIL'S KITTEN	HARPER AND BROTHERS
SQUIRES, E.	DAVID'S SILVER DOLLAR	BOOK SOCIETY OF CANADA
EPPENSTEIN, L.	SALLY GOES SHOPPING	BOOK SOCIETY OF CANADA
KELLER, R.	CONTENTED PUSSY CAT	NELSON FOSTER SCOTT LTD.
WERNER	MICKEY MOUSE'S PICNIC	SIMON SCHUSTER
	THE WIZARD OF OZ	
	500 HATS	
BURGESS, T.W.	Green Forest Series	GEORGE J. McLEOD
	1. LIGHTFOOT THE DEER	
	2. BLACKY THE CROW	
	Wishing Stone Stories	
	1. TOMMY'S WISHES COME TRUE	
	2. TOMMY AND THE WISHING STONE	
	3. TOMMY'S CHANGE OF HEART	
	HOW AND WHY WONDER BOOK ABOUT MACHINES	GEORGE J. McLEOD
	HOW AND WHY WONDER BOOK ABOUT REPTILES	GEORGE J. McLEOD
	HOW AND WHY WONDER BOOK ABOUT ROCKS AND MINERALS	GEORGE J. McLEOD
	HOW AND WHY WONDER BOOK ABOUT WEATHER	GEORGE J. McLEOD
	HOW AND WHY WONDER BOOK ABOUT DESERTS	GEORGE J. McLEOD
	HOW AND WHY WONDER BOOK ABOUT POLAR REGIONS	GEORGE J. McLEOD
	HOW AND WHY WONDER BOOK ABOUT ELECTRICITY	GEORGE J. McLEOD
	HOW AND WHY WONDER BOOK ABOUT BEGINNING SCIENCE	GEORGE J. McLEOD
	HOW AND WHY WONDER BOOK ABOUT COINS AND CURRENCY	GEORGE J. McLEOD
	HOW AND WHY WONDER BOOK ABOUT ATOMIC ENERGY	GEORGE J. McLEOD
	HOW AND WHY WONDER BOOK ABOUT INSECTS	GEORGE J. McLEOD
	HOW AND WHY WONDER BOOK ABOUT PRIMITIVE MAN	GEORGE J. McLEOD
	HOW AND WHY WONDER BOOK ABOUT BALLET	GEORGE J. McLEOD
	HOW AND WHY WONDER BOOK ABOUT FLORENCE NIGHTINGALE	GEORGE J. McLEOD
	HOW AND WHY WONDER BOOK ABOUT SCIENCE EXPERIMENTS	GEORGE J. McLEOD
	HOW AND WHY WONDER BOOK ABOUT BIRDS	GEORGE J. McLEOD
	HOW AND WHY WONDER BOOK ABOUT DINOSAURS	GEORGE J. McLEOD
	HOW AND WHY WONDER BOOK ABOUT BUTTERFLIES AND MOTHS	GEORGE J. McLEOD
	HOW AND WHY WONDER BOOK ABOUT ASTRONAUTS	GEORGE J. McLEOD

The addresses of the publishers are as follows:

RYERSON PRESS - 299 Queen St. W., Toronto 25, Ontario
HOLT, RINEHART & WINSTON - 833 Oxford St., Toronto 18, Ontario
COPP CLARKE - 517 Wellington St. W., Toronto 2B, Ont.
GINN & CO. - 35 Mobile Drive, Toronto, Ontario
W.J. GAGE LTD. - 519 Birch Mount Rd., Scarborough 4, Ont.
MacMILLAN CO. - 70 Bond Street, Toronto, Ontario
WHITMAN PUBLISHING-GOLDEN PRESS OF CANADA - P.O. Box 338, 102 Signet Drive, Weston, Ontario.
NELSON FOSTER SCOTT LTD. - 81 John St., Toronto 2B, Ontario.
THE BOOK SOCIETY OF CANADA - 4386 Sheppard Ave., Agincourt, Ont.
GEORGE J. McLEOD -(Canadian Representative of Grosset & Dunlap), 73 Bathurst St., Toronto 2B, Ont.

Suggested Library List for Grades One to Three

Author	The Dolphin Books	Publisher
Boswell Taylor	The Puffing Billy	Clarke and Irwin
Boswell Taylor	Black Penny	Clarke and Irwin
Boswell Taylor	Miss Honey Bun's Hat	Clarke and Irwin
Boswell Taylor	Muddy the Football	Clarke and Irwin
Boswell Taylor	Judy Comes to Stay	Clarke and Irwin
Boswell Taylor	The Mystery Garden	Clarke and Irwin
Boswell Taylor	Nobody's Pony	Clarke and Irwin
Boswell Taylor	A Dog for Richard	Clarke and Irwin
	Gateways to Reading Treasure	
Harold Shane	Tales to Read (Primer)	Clarke Irwin
Kathleen Hester	Stories to Remember Book I	Clarke Irwin
Kathleen Hester	Storyland Favourites Book II	Clarke Irwin
Kathleen Hester	Doorways to Adventure Bk.III	Clarke Irwin
	The Royal Road Readers	
J.C. Daniels & Hunter Diack	(8 books) Supplementary Minatures	Copp Clark
Daniels & Diack	Book I Part I	Copp Clark
Daniels & Diack	Book I Part II	Copp Clark
Daniels & Diack	Book II Part II (a)	Copp Clark
Daniels & Diack	Book III a	Copp Clark
Daniels & Diack	Book IV	Copp Clark
Daniels & Diack	Book V	Copp Clark
Daniels & Diack	Book VI	Copp Clark
Daniels & Diack	Book VII	Copp Clark
Daniels & Diack	Book VIII	Copp Clark
Daniels & Diack	Book IX	Copp Clark

The Thistle Readers

The Red Hen	Longmans Green & Co.
Clever Jim	Longmans Green & Co.
The Fairy Dance	Longmans Green & Co.
The Picnic in the Woods	Longmans Green & Co.

Author	The Wonder Books	Publisher
	Hurry Up Slowpoke	George J. McLeod
	Mr. Pines Mixed up Signs	George J. McLeod
	The Adventures of Silly Billy	George J. McLeod
	The Secret Cat	George J. McLeod
	Billy Brown Makes Something Grand	George J. McLeod
	The Duck on the Truck	George J. McLeod
	A Train for Tommy	George J. McLeod
	Surprise in the Tree	George J. McLeod
	The Monkey in the Rocket	George J. McLeod
	Fly Away at the Air Show	George J. McLeod
	Arty the Smarty	George J. McLeod
	The Surprising Pets of Billy Brown	George J. McLeod
	I Made a Line	George J. McLeod
	Laurie and the Yellow Curtains	George J. McLeod
	Mr. Pines Purple House	George J. McLeod
	The Big Green Thing	George J. McLeod
	The Boy Who Fooled the Giant	George J. McLeod
	More Jokes and Riddles	George J. McLeod
	The Old Man and the Tiger	George J. McLeod
	Little Gray Mouse Goes Sailing	George J. McLeod
	Barney Beagle and the Cat	George J. McLeod
	Benjamin in the Woods	George J. McLeod
	Barney Beagle Plays Baseball	George J. McLeod
	The Day Joe Went to the Supermarket	George J. McLeod
	Too Many Rockets	George J. McLeod
	How the Animals get into the Zoo	George J. McLeod
Wavle	Rain and Shine	Copp Clark
Emma Serl	In Rabbitville	W.J. Gage
Pennell Cusack McLeod & Gates	Fun and Frolic	Ginn and Co.
Montgomery Gray Baruch	Three Friends	Scott Foresman
Chandler	Cowboy San and Freddy	Sask. Book Bureau
Chandler	Cowboy Sam and Miss Lily	Sask. Book Bureau
La Rue	The Fun Book	MacMillan Co.
La Rue	In Animal Land	MacMillan Co.

Author	Title	Publisher
O'Keefe, Maxwell & White	From Head to Toe	John C. Winston
Wilcockson	Nancy's World	John C. Winston
Huber, Salisbury, Gates	The Ranch Book	MacMillan Co.
Huber, Salisbury, Gates	On Four Feet	MacMillan Co.
Hanna, Anderson, Grey	Hello David?	Scott Fores man
Selma, Coughlan, O'Donnell	The Wishing Well	Copp Clark
Rey, H.A.	Curious George	Houghton
Guilefoile, E.	Nobody Listens to Andrew	Follett (Ryerson)
Buff, Mary & Conrad	Dash and Dart	Viking
Daughterty, J.	Andy and the Lion	Viking
Eppenstein, L.	Sally Goes Shopping Alone	The Book Society of Canada
Bailey, C.	Old Man Rabbit's Dinner Party	The Book Society of Canada
Keller, R.	Contented Pussycat	The Book Society of Canada
Squires, E.	David's Silver Dollar	The Book Society of Canada
Benigan, S.	One by One	The Book Society of Canada
Newberry,	April's Kitten	Harper and Bros.
Baum	The Wizard of Oz	Bobbs, Merill Co.
Anderson, C.W.	Lonesome Little Colt	Macmillan (Brett Macmillan)
Anglund, J.R.	Cowboy and His Friends	Harecourt (Longmans)
Ardiozone, E.	Johnny the Clockmaker	Walck (Oxford)
Bulla, C.R.	The Sugar Pear Tree	Crowell (Ambassador)
Caudill, R.	Higgins and the Great Big Scare	Holt, Rinehart & Winston
Ciardi, J.	Serappy the Pup	Lippincott (Longmans)
Doucet, M.	Travel Through the Ages	Harrop (Clark Irwin)
Eastman, P.D.	Are You My Mother	Random House
Eastwick, I.O.	I Rode the Black Horse Far Away	Abingdon (Welsh)
Green, M.M.	Everybody Has a House	Young Scott (T. Allen)
Greene, C.	I Want to be a Baseball Player	Children's Press (Jack Hood)
Laughlin, F.	The Little Left Over Witch	Macmillan (Brett Macmillan)
Le Sieg, Theo.	Ten Apples Up on Top	Random House
Menarik, E.H.	Little Bear's Friend	Harper (Musson)
Nordlie, Ruth	A Dog for Susie	Children's Press (Jack Hood)
Pavel, F.K.	Rumpelstiltskin	Holt, (Rhinehard & Winston)
Podendorf, Illa	The True Book of Animal Homes	Children's Press (Jack Hood)
Posell, Elsa	The True Book of Dogs	Children's Press (Jack Hood)
Pratt, Marjorie	Story Wagon	L.W. Singer (Dent)
Watson, J.	Whale Hunt	Golden Press
Leitner, I.	Pear-Shaped Hill	Golden Press
Evans, E.	Where do You Live	Golden Press
Brown, M.	Wonderful House	Golden Press
Jacobs, L.	Belling the Cat	Golden Press

Author	Title	Publisher
Moore, L.	Too Many Bozos	Golden Press
Scarry, P.	Just for Fun	Golden Press
Reit, S.	The King Who Learned to Smile	Golden Press
Reit, S.	Where's Willie	Golden Press
Grampton, G.	Large Growly Bear	Golden Press
Suess, Dr.	The Cat in the Hat	Random
Seuss, Dr.	The Cat in the Hat Comes Back	Random
Seuss, Dr.	A Fly Went By	Random
Seuss, Dr.	The Big Jump and Other Stories	Random
Seuss, Dr.	A Big Ball of String	Random
Seuss, Dr.	Cowboy Andy	Random
Seuss, Dr.	The King's Wish	Random
Seuss, Dr.	Sam and the Firefly	Random
Seuss, Dr.	Put Me in the Zoo	Random
Seuss, Dr.	You Will go to the Moon	Random
Seuss, Dr.	Stop that Ball	Random
Seuss, Dr.	The Whales Go By	Random
Schlein, Muriam	Deer in the Snow	Copp Clark
Pease, J.	This is the World	Copp Clark
Young, E.	Sam's Big Worry	Copp Clark
Mace, K.	A Tale in a Tail	Copp Clark
Powell, Elsa	True Book of Whales and Other Sea Animals	Children's Press
Freeman, Don	Ski Pup	Viking Press
Buff, Mary & Conrad	Forest Folk	Viking Press
Wallers, Helen	Ponies for a King	Reilly & Lee
Fisher, Arlene	I Like Weather	T.Y. Crowell
Nedest, Joan	Who Took the Farmer's Hat	Harper & Rowe
Castle, Jane	Whose Tree House	Holiday House
Streatfield, Noel	Travelling Shoes	Random House
Wagner, Peggy	Hurrah for Hats	Children's Press
Davis, Alice	Timothy	Cadmus
Werner	Michkey Mouse's Picnic	Simon Schuster
Sutcliffe	Mitten the Kitten	Juvenile Production Ltd.
Newberry	April's Kitten	Harper & Bros.

PUPILS' REFERENCE BOOKS DIVISION I

AUTHOR	TITLE	PUBLISHER
Social Studies (readers)		
	Tom and Susan	W.J. Gage and Co.
	Some Day Soon	W.J. Gage and Co.
	New Centerville (Gr.II-III)	W.J. Gage and Co.
	Stories About Linda and Lee	Ginn and Co.
	Stories About Sally	Ginn and Co.
	Your Town and Mine	Ginn and Co.
Adoer, L.H.		
Sanderson, T.J.	Seeing for Ourselves (Gr.III)	Ryerson
Chatterton, W.G.	Homes and Homelands	Winston
McKeown, E.	At Home and Abroad	Macmillan
Adair, L.H. & Sanderson T.J. & Jeness, D.	Indians of Canada	Nat. Museum, Ottawa
Snyder, D.	One Day at the Zoo	Seribner (T. Nelson)
Morrison, A.	And Fun Besides (The Family)	Copp Clark
Hoff, Syd.	Ogluk, the Eskimo	Golden Press
Zolotow, C.	Little Black Puppy	Golden Press
Science		
	Fall is Here	
	Summer is Here	
	Winter is Here	
Crosby, A.L.	Jr. Science Book of Beavers (Gr. II-III)	Garrard (T. Nelson)
Darby, G.	What is a Bird?	Benefic (Jack Hood)
Darby, G.	What is a Plant?	Benefic (Jack Hood)
Cavanna, B.	First Book of Wild Flowers (Gr. III)	Watts (Ambassador)
Sperling, W.	How to Make Things Out of Paper (Gr. I-III)	Sterling (T. Allen)
Allen, G.E.	Every Day Animals	Houghton (T. Allen)
Branley, F.M.	Big Tracks, Little Tracks	Crowell (Ambassador)
Branley, F.M.	The Moon Seems to Change	Crowell (Ambassador)
Branley, F.M.	What Makes Day and Night	Crowell (Ambassador)
Feravoto, R.W.	Jr. Science on Electricity	Garrard (T. Nelson)
Feravoto, R.W.	Jr. Science Book on Flying	Garrard (T. Nelson)
Lauber, P.	Jr. Science Book of Icebergs and Glaciers	Garrard (T. Nelson)
Lemon, R.S.	Jr. Science Book of Trees	Garrard (T. Nelson)
Nixon, K.	Animal Mothers and Babies	Frederick, W. (T. Allen)
Seylon	Insects	Ryerson Press
Selsa, M.	Greg's Microscope	Ryerson Press
Health (readers)		
	Happy Days With Our Friends	W.J. Gage & Co.
	Three Friends	W.J. Gage & Co.
	Five in the Family	W.J. Gage & Co.
Miscellaneous	Childcraft	World Book - Childcraft of Can.

(Childcraft Representative - Western Book & Stationery, 143 - 3rd Ave., Saskatoon)

TEACHERS' REFERENCE BOOKS

Workbooks

INGHAM, A.G.: Selected Seatwork to Accompany the Blended Sound-Sight Method of Learning, (Year I), Modern Press, Saskatoon, Saskatchewan.

INGHAM, A.G.: Book II, Division I, Years I, II and III, to Accompany the Blended Sound-Sight Method of Learning, Modern Press, Saskatoon, Saskatchewan.

Advanced Seatwork

MARTIN, T.H.W.: Helpers All, Copp Clarke. Available from Young's Stationery, 212 Third Ave. S., Saskatoon, Saskatchewan.

MERTZ, M.A.: Forty Famous Stories, Hall & McCreary Co., Chicago.

Spelling

BUCKINGHAM, B.R.: Ayres Spelling Scale, Public School Publishing Co., Bloomington, Illinois.

Poetry

ARBUTHNOT, MAY HILL: Time for Poetry, W.J. Gage & Co. Available from Young's Stationery, 212 Third Ave. S., Saskatoon, Saskatchewan.

Music

GINN: Magic of Music, Book One, Ginn and Company

FLETCHER AND DENISON: The High Road of Song For Nursery Schools and Kindergartens, W.J. Gage & Co.

INDIVIDUALIZED READING TITLES - DIVISION I - September, 1968
INDIVIDUALIZED INSTRUCTION COLLECTION (Basic "Starter" selection - optional

Accession Number	Author's Surname & Initials	Title	Publisher	Cost	Remarks
IIC-68-001		Teacher's Guide To the Program-School Edition			
IIC-68-002		Listening for Sounds			
IIC-68-003		Adventures with Color			
IIC-68-004		All Kinds of Signs			
IIC-68-005		Discovering Shapes			
IIC-68-006		Learning About Sizes			
IIC-68-007		Time and Measuring			
IIC-68-008		The Magic of Everyday Things			
IIC-68-009		Understanding Numbers			
IIC-68-010		Adventures with Words			
IIC-68-011		Favorite Nursery Tales			
IIC-68-012		The Wonders of Science			
IIC-68-013		Nature's Wonderland			

NOTE: This is a set of 12, plus guide, from the Golden Book Educational Services, New York, and also published in Canada by The Musson Book Company Limited, Toronto. The name of the Series is "First Adventures in Learning Program."

IIC-68-014	Bond, M.	A Bear Called Paddington	Puffin Books(Pen.)	Arrived Oct. 20/68	
IIC-68-015	Bond, M.	More About Paddington	" (Penguin)		Box Set
IIC-68-016	Bond, M.	Paddington Helps Out	"		of five
IIC-68-017	Bond, M.	Paddington at Large	"		Paperbacks
IIC-68-018	Bond, M.	Paddington Abroad	"		
IIC-68-020	Nesbit, E.	Story of the Treasure Seekers	Puffin Bks. (Penguin)		

INDIVIDUALIZED READING TITLES - DIVISION I - September 1968

Accession Number	Author's Surname & Initials	Title	Publisher	Cost	Remarks
IIC-68-021	Nesbit, E.	The Wouldbegoods	Puffin Bks. (Penguin)		
IIC-68-022	Nesbit, E.	Five Children and It	"		Box Set of Six Paperbacks
IIC-68-023	Nesbit, E.	The Phoenix and the Carpet	"		
IIC-68-024	Nesbit, E.	Story of the Amulet Carpet	"		
IIC-68-025	Nesbit, E.	The Railway Children	"		
IIC-68-026		How Maps & Globes Help Us			
IIC-68-027		How People Live in Canada			
IIC-68-028		What is a Simple Machine			
IIC-68-029		What is a Season			
IIC-68-030	Darby, G.	What is a Plant	Benefic Press		What Is Series
IIC-68-031	Darby, G.	What is a Turtle	"		
IIC-68-032	Darby, G.	What is the Earth	"		
IIC-68-033	Darby, G.	What is a Bird	"		
IIC-68-034	Darby, G.	What is a Fish	"		
IIC-68-035	Darby, G.	What is a Chicken	"		
IIC-68-036	Darby, G.	What is a Cow	"		
IIC-68-037	Darby, G.	What is a Butterfly	"		
IIC-68-038	Darby, G.	What is a Tree	"		
IIC-68-039	Darby, G.	What is a Frog	"		
IIC-68-040	Lendin, L.	Atoms for Junior	Melmont		
IIC-68-041	Telfer, D.	About Salt	Melmont		
IIC-68-042	Hayes, W.	Good Times on Boats	Melmont		
IIC-68-043	Worthylake, M.	Moolack: Young Salmon Fisherman	Melmont		
IIC-68-044	Friskey, M.	About Measurement	Melmont		
IIC-68-045 a, b, c	Posin, D.	What is a Dinosaur	Benefic Press		3 copies
IIC-68-046	Posin, D.	What is a Star	"		

INDIVIDUALIZED READING TITLES - DIVISION I - September 1968

Accession Number	Author's Surname & Initials	Title	Publisher	Cost	Remarks
IIC-68-047	Sherman, D.	You and the Oceans	Children's Press		
IIC-68-048	Piltz, A.	What is Air	Benefic		
IIC-68-049	Neal, C.	What is an Insect	Benefic		
IIC-68-050	Rood, R.	Bees, Bugs & Beetles	Four Winds Press		
IIC-68-051	Craig, J.	Dinosaurs and More Dinosaurs	Four Winds Press		
IIC-68-052		Exploring Under the Sea			
IIC-68-053		Sea Shells			
IIC-68-054		Prairie School			
IIC-68-055		The Water Buffalo			
IIC-68-056		John F. Kennedy			
IIC-68-057		Coyote for Keeps			
IIC-68-058		Aesop's Fables			
IIC-68-059		My Name is Aram			
IIC-68-060		What's Inside of Me			
IIC-68-061	Zim, H.	Alligators & Crocodiles	Morrow & Co.		
IIC-68-062	Goetz, D.	Deserts	Morrow & Co.		
IIC-68-063	Gibson & Wilson	The Red & Black Rhymn Book	Macmillan		
IIC-68-064	Tame, H. W.	Time to Grow Up	Macmillan		
IIC-68-065	Blyton, E.	Come to the Circus	Armada Paperbacks		Paperback

INDIVIDUALIZED READING TITLES - DIVISION I - October 1968

Accession Number	Author's Surname & Initials	Title	Publisher	Cost	Remarks
IIC-68-066	Arnold, W. Carey, W.	Fun with Next to Nothing	Scholastic	.50	Paperback
IIC-68-067	Clymer, E.	Arrow Bk. of Funny Poems	"	.45	Paperback
IIC-68-068	Johnson, C.	Harold and the Purple Crayon	"	.45	Paperback
IIC-68-069	Brown, Margaret, W.	Where Have you Been?	"	.45	Paperback
IIC-68-070	Leaf, Munro	Robert Francis Weatherbee	"	.45	Paperback
IIC-68-071	Craig, M. Jean	Dinosaurs & More Dinosaurs	"	.55	Paperback
IIC-68-072	"	"	"	"	"
IIC-68-073	"	"	"	"	"
IIC-68-074	"	"	"	"	"
IIC-68-075	Shapp, Martha & Charles	Let's Find Out About THE MOON	"	.50	"
IIC-68-076	Larom, H. (ill, Dennis)	BRONCO CHARLIE Rider of the Pony Express	"	.45	"
IIC-68-077	Moore, Lillian	LITTLE RACOON & The Outside World	"	.45	"
IIC-68-078	Moore, Eva	Johnny Appleseed	"	.50	"
IIC-68-079	Zim, Herbert	The Great Whales	"	.45	"
IIC-68-080	Charlin, Remy	Fortunately	"	.50	"
IIC-68-081	Hoban, Lillian & Russell	Charlie the Tramp	"	.55	"
IIC-68-082	Ames, G. (ill, Weisgard)	First Days of the World	"	.55	"
IIC-68-083	Pine & Levine	MAGNETS and How to Use Them	"	.55	"
IIC-68-084	Lockhart, D.	MAP SKILLS Project Bk. One	"	.45	"
IIC-68-085	Lockhart, D.	MAP SKILLS Project Bk. Two	"	.45	"
IIC-68-086	Selsam, M.	How to be a NATURE DETECTIVE	"	.55	"
IIC-68-087	McGovern	Too Much Noise	"	.55	"
IIC-68-088	Bemelmans, L.	Madeline	"	.65	"
IIC-68-089	Rey, H. A.	CURIOUS GEORGE Rides a Bike	"	.55	"
IIC-68-090	Green, N.	The Bigger Giant	"	.50	"
IIC-68-091	Hoban & Hoban	Nothing to Do	"	.50	"

INDIVIDUALIZED INSTRUCTION TITLES - DIVISION I - November 1968

Accession Number	Author's Surname & Initials	Title	Publisher	Cost	Remarks
IIC-68-095	Bridwell, N.	Clifford Gets a Job	Scholastic	.65	Paperback
IIC-68-096	Bridwell, N.	Clifford Takes a Trip	"	.50	"
IIC-68-097	Bridwell, N.	Clifford's Hallowe'en	"	.50	"
IIC-68-098	Dodworth, Dorothy	Look Out, Mrs. Doodlepunk	"	.45	"
IIC-68-099	Stevens, Carla	Rabbit & Skunk & the Big Fight	"	.50	"
IIC-68-100	Dittledale, F.	The Magic Fish	"	.45	"
IIC-68-101	Langner, Nola	The Adventures of the Three Blind Mice	"	.50	"
IIC-68-102	Craig, M. Jean	Puss in Boots	"	.45	"
IIC-68-103	Bridwell, Norman	The Witch Next Door	"	.35	"
IIC-68-104	Merriam, Eve	Do You Want to See Something?	"	.45	"
IIC-68-105	McGovern, Ann	Runaway Slave	"	.50	"
IIC-68-106	Hoban, Russell	What Happened When Jack & Daisy Tried to Fool the Tooth Fairies	"	.45	"
IIC-68-107	Peterson, Holly & John	Tony's Treasure Hunt	"	.45	"
IIC-68-108	McGovern, Ann	Christopher Columbus	"	.45	"
IIC-68-109	Webber, Irma E.	What Does It Look Like?	"	.50	"
IIC-68-110	Peterson, John	How to Write Codes & Send Secret Messages	"	.50	"
IIC-68-111	"	"	"	.50	"
IIC-68-112	Freeman, Mae	The Real Magnet Book	"	.55	"
IIC-68-113	Sachs, Marilyn	Amy Moves In	"	.55	"
IIC-68-114	MacGregor, Ellen	Miss Pickerell Goes to Mars	"	.45	"
IIC-68-115	Dodd, Ed	Mark Trail's Book of Animals	"	.35	"
IIC-68-116	Butterworth, Oliver	The Enormous Egg	"	.55	"
IIC-68-117	Irving, Robert	Hurricanes & Twisters	"	.55	"
IIC-68-118	Balacy, D. S. Jr.	Solar Science Projects	"	.50	"
IIC-68-119	Brinley, B. R.	The Mad Scientists Club	"	.55	"

INDIVIDUALIZED INSTRUCTION TITLES - DIVISION I - November 1968

Accession Number	Author's Surname & Initials	Title	Publisher	Cost	Remarks
IIC-68-120	Ill. by Wm. Hogarth	The Arrow Book of Jokes & Riddles	Scholastic	.45	Paperback
IIC-68-121	Liebers, Arthur	School Daze	"	.45	"
IIC-68-122	Gardner, Martin	Science Puzzlers	"	.35	"
IIC-68-124	Gardner, Martin	Science Puzzlers	"	.35	"
IIC-68-125	Littledale, Freya	13 Ghostly Tales	"	.50	"
IIC-68-126	Elting, Mary	Arrow Book of Answers	"	.50	"
IIC-68-127	Klein, Leonore	Arrow Book of Project Fun	"	.45	"
IIC-68-128	Bulla, C. R.	Old Charlie	"	.50	"
IIC-68-129	Compere, Mickie	The Wizard of Mealo Park	"	.50	"
IIC-68-130	Caudill, Rebecca	The Best-Loved Doll	"	.50	"
IIC-68-131	Goldberg, Martha	Big Horse, Little Horse	"	.50	"
IIC-68-132	Mason, Miriam E.	Caroline and Her Kettle Named Maud	"	.50	"
IIC-68-135	Bulla, C. R.	Three-Dollar Mule	"	.50	"
IIC-68-134	Peterson, John	Enemies of the Secret Hide-Out	"	.50	"
IIC-68-135	Peterson, John	The Cowboy	"	.35	"
IIC-68-136	Slobodkina, E.	Caps for Sale	"	.45	"
IIC-68-137	Lord, Beman	Quarterback's Aim	"	.45	"
IIC-68-138	Benchley, M.	Red Fox and His Canoe	"	.50	"
IIC-68-139	Kay, Helen	A Pony for the Winter	"	.50	"
IIC-68-140	Cook, Marion B.	Waggles and the Dog Catcher	"	.45	"
IIC-68-141	Woods, Betty	My Box and String	"	.45	"
IIC-68-142	Peterson, John	The Secret Hide-Out	"	.45	"
IIC-68-143	Rudomin, Esther	Arrow Book of Easy Cooking	"	.55	"
IIC-68-144	Kettelkamp, Larry	Spooky Magic	"	.50	"
IIC-68-145	Lauber, Patricia	Junior Science Bk. Of Icebergs & Glaciers	"	.50	"
IIC-68-146	O'Donnel, Taylor & McElaney	Secrets of the Animal World	"	.50	"
IIC-68-147	McGovern, Ann	Aesop's Fables	"	.50	"

INDIVIDUALIZED READING TITLES - December 1968

I I COLLECTION

Accession Number	Author's Surname & Initials	Title	Publisher	Cost	Remarks
IIC-68-303	Taylor, J.	Wanda the Witch	Longmans		SERIES: "Reading
IIC-68-304	"	The Mighty Mountain	"		With Rhythm"
IIC-68-305	"	Womba the Baby Elephant	"		"
IIC-68-306	"	The Sledge	"		"
IIC-68-307	"	The Mouse and the Moon	"		"
IIC-68-308	Mason, M.	The Pink Pig & Other Stories	Prentice-Hall		SERIES: "Magic
IIC-68-309	"	Little Bunny Little-Other Stories	"		Bridge"
IIC-68-310	"	The Birthday Cake & Other Stories	"		"
IIC-68-311	"	Crawford and Other Stories	"		"
		SERIES: AS WE WERE			
IIC-68-312	Scarfe, H.	The Stone Age Over 5000 Yrs. Ago	Longmans		
IIC-68-313	"	Roman Britain1700 Yrs. Ago	"		
IIC-68-314	"	Anglo-Saxon Eng. 1300 Yrs. Ago	"		
IIC-68-315	"	A Norman Castle in Eng. 800 Yrs. Ago	"		
IIC-68-316	"	Knights & Squires 500 Yrs. Ago	"		
IIC-68-317	"	Tudor London 400 Yrs. Ago	"		
IIC-68-318	"	An English Coaching Inn 140 Yrs. Ago	"		
IIC-68-319	"	An English Country House 300 Yrs. Ago	"		
IIC-68-320	"	An English Medieval Village Over 600 Yrs. Ago	"		
IIC-68-321	"	The Railways Over 120 Yrs. Ago	"		
IIC-68-322	"	An English Sea Port Over 350 Yrs. Ago	"		
IIC-68-323	"	A Saxon Monastery 1000 Yrs. Ago	"		
IIC-68-324	"	A London Coffee House 250 Yrs. Ago	"		

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I I COLLECTION

Accession Number	Author's Surname & Initials	Title	Publisher	Cost	Remarks
		SERIES: AS WE WERE			
IIC-68-325	Scarfe, H. Grant	An Iron Age Lake Village 2000 Yrs. Ago	Longmans		
IIC-68-326	"	A London Crossing Sweeper 100 Yrs. Ago	"		
IIC-68-327	"	Living Near London 50 Yrs. Ago	"		
IIC-68-328	"	An English Country Town 500 Yrs. Ago	"		
IIC-68-329	"	A Seaside Town 130 Yrs. Ago	"		
IIC-68-330	"	An Industrial Town 130 Yrs. Ago	"		
IIC-68-331	"	A Viking Village in Eng. About 900 Yrs. Ago	"		
IIC-68-332	"	Cromwell's Eng. About 300 Yrs. Ago	"		
IIC-68-333	"	A Wool Merchant's Family About 500 Yrs. Ago	"		
IIC-68-334	"	A Highland Glen About 240 Yrs. Ago	"		
IIC-68-335	"	A Welsh Homestead About 650 Yrs. Ago	"		

SERIES: BEN BOOKS

IIC-68-336	Butterworth, Ben	Sid the Sparkler	Longmans		
IIC-68-337	"	The Paper Boat	"		
IIC-68-338	"	Raincloud the Red Indian	"		
IIC-68-339	"	Smoky	"		
IIC-68-340	"	Sally the Seal	"		
IIC-68-341	"	Percy the Pig	"		

SERIES: READING WITH RHYTHM (SET ONE)

IIC-68-342	Taylor, Jenny & Ingleby, Terry	Tommy's Engine	Longmans		
IIC-68-343	"	The Little Kettle	"		
IIC-68-344	"	The Woo-Wind	"		

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I I COLLECTION

Accession Number	Author's Surname & Initials	Title	Publisher	Cost	Remarks
IIC-68-345	Taylor, Jenny & Ingleby, Terry	Soup for Dinner	Longmans		SERIES: "Reading With Rhythm" (Set 1)
		SERIES: READING WITH RHYTHM (SET TWO)			
IIC-68-346	"	The Old Kettle	"		
IIC-68-347	"	Snip Snip and Snap	"		
IIC-68-348	"	Rag Doll Nancy	"		
IIC-68-349	"	King Lion	"		
		SERIES: READING WITH RHYTHM (SET THREE)			
IIC-68-350	"	David's Birthday	"		
IIC-68-351	"	Careless Caroline	"		
IIC-68-352	"	The Little Key	"		
IIC-68-353	"	The Clock on the Wall	"		
		SERIES: READING WITH RHYTHM (SET FOUR)			
IIC-68-354	"	Bullawong	"		
IIC-68-355	"	Wanda the King Witch	"		
IIC-68-356	"	The Mighty Mountain	"		
		SERIES: READING WITH RHYTHM (SET FIVE)			
IIC-68-357	"	Womba the Baby Elephant	"		
IIC-68-358	"	The Sledge	"		
		HERITAGE SERIES			
IIC-68-360 IIC-68-361	Berer, Mary C.	Aesop's Fables	"		
IIC-68-362 IIC-68-363	Hughes, A. G.	Ali Bab and Aladdin	"		
IIC-68-364 IIC-68-365	Haig-Brown, Hilda & Walthew, Zillah	The Canal Children	"		
IIC-68-366 IIC-68-367	(Not Assigned)				

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I I COLLECTION

Accession Number	Author's Surname & Initials	Title	Publisher	Cost	Remarks
		HERITAGE SERIES			
IIC-68-368 IIC-68-369	Knight, Isabel	The Circus Comes to Town	Longmans		
IIC-68-370 IIC-68-371	Haig-Brown, H. & Walthew, Z.	Eight Tales	"		
IIC-68-372 IIC-68-373	Knight, Isabel	The Farmyard Mystery	"		
IIC-68-374 IIC-68-375	(Not Assigned)				
IIC-68-376 IIC-68-377	Boyle, Joyce	Across Canada	"		
IIC-68-378 IIC-68-379	(Not Assigned)				
IIC-68-380 IIC-68-381	Knight, Isabel	The Magic Foxgloves	"		
IIC-68-382 IIC-68-383 IIC-68-384 IIC-68-385 IIC-68-386 IIC-68-387	(Not Assigned)				
IIC-68-388	Haig-Brown, H. & Walthew, Z.	Tinker, Tailer	"		

		SERIES: THE ALL ABOUT BOOKS			
IIC-68-390 IIC-68-391 IIC-68-392	Worthy, W.	A Bottle of Milk	"		
IIC-68-393 IIC-68-394 IIC-68-395	"	A Loaf of Bread	"		
IIC-68-396 IIC-68-397 IIC-68-398	"	Cups and Saucers	"		
IIC-68-399 IIC-68-400 IIC-68-401	"	Knives and Forks	"		
IIC-68-402 IIC-68-403 IIC-68-404	"	Fish and Chips	"		
IIC-68-405 IIC-68-406 IIC-68-407	"	A Jar of Honey	"		
IIC-68-408 IIC-68-409 IIC-68-410	"	A Bowl of Fruit	"		
IIC-68-411 IIC-68-412 IIC-68-413	"	Printing a Book	"		

INDIVIDUALIZED READING TITLES - December 1968

I I COLLECTION

Accession Number	Author's Surname & Initials	Title	Publisher	Cost	Remarks
IIC-68-414 IIC-68-415 IIC-68-416	Bell, R.	Read, Write & Draw Book III	Longmans	.60	Softcover
IIC-68-417 IIC-68-418 IIC-68-419	Bell, R.	Read, Write & Draw Book IV	"	.60	Back orde Dec.6/68
IIC-68-420A and B	Bell, R.	Read, Write & Draw Book I	"	.55	Rec'd Jan.20/69
IIC-68-421	Bell, R.	Read, Write & Draw Book II	"	.55	Back orde Dec/68
IIC-68-422	Heare, R. J.	Understanding Through Interest Bk. I	"	.75	
IIC-68-423	"	Understanding Through Interest Bk. II	"	.75	
		SERIES: READ ABOUT SCIENCE SERIES (10 Titles)			
IIC-68-424 IIC-68-425	Stephenson, G.	Stars & Planets Bk. I	"	.55 .35	Paperback
IIC-68-426 IIC-68-427	"	Atoms, Bk. II	"	.35	"
IIC-68-428 IIC-68-429	"	Light	"	"	"
IIC-68-430 IIC-68-431	"	Gravity	"	"	"
IIC-68-432	"	Magnetism	"	"	"
IIC-68-433 IIC-68-434	"	Electricity	"	"	"
IIC-68-435	"	Sound	"	"	"
IIC-68-436	"	Galaxies	"	"	"
IIC-68-437	"	Radioactivity	"	"	"
IIC-68-438	"	Molecules	"	"	"
IIC-68-439 IIC-68-440 IIC-68-441 IIC-68-442 IIC-68-443 IIC-68-444	(Not Assigned)				
IIC-68-445	Crombie, I.	My Home in Switzerland	"	"	
IIC-68-447	"	My Home in India	"	"	
IIC-68-446	(Not Assigned)				

INDIVIDUALIZED READING TITLES - December 1968
I I COLLECTION

Accession Number	Author's Surname & Initials	Title	Publisher	Cost	Remarks
IIC-68-448	Crombie	My Home in Malaya	Longmans	.35	
IIC-68-449	"	" " in Canada	"	"	
IIC-68-450	"	" " in Trinidad	"	"	
IIC-68-451	"	" " in Hong Kong	"	"	
IIC-68-452	"	" " in Egypt	"	"	
IIC-68-453	"	" " by the Amazon	"	"	
IIC-68-454	(Not Assigned)				
IIC-68-455	Crombie	" " in Fiji	"	"	
IIC-68-456	(Not Assigned)				
IIC-68-457	Crombie	" " in London	"	"	
IIC-68-458	"	" " in New Zealand	"	"	
IIC-68-459	"	" " in Russia	"	"	
IIC-68-460	"	" " in Norway	"	"	
IIC-68-461	"	" " in New York	"	"	
IIC-68-462	"	" " in Greece	"	"	
IIC-68-463	"	" " in the Frozen North	"	"	
IIC-68-464	"	" " in Holland	"	"	
IIC-68-465	"	" " in Spain	"	"	
IIC-68-466	"	" " in France	"	"	
IIC-68-467	"	" " in Japan	"	"	
IIC-68-468	"	" " in South Africa	"	"	
IIC-68-469	"	" " in Finland	"	"	
IIC-68-470	(Not Assigned)				
IIC-68-471	Crombie	" " in Birmingham	"	"	
IIC-68-472	"	" " in Rome	"	"	

INDIVIDUALIZED ASSIGNMENTS

The following individualized assignments were obtained from a British Columbia school. They range in difficulty from Years Two to Six.

I. 1. Draw a comic strip of a good part of your book.

OR

2. Draw a cartoon for your book.

II. If you know of someone else who has read the same book that you have, get together and make a quiz.

III. 1. Make riddles about some things in your book.

OR

2. Make riddles about the characters in your book.

IV. 1. Take ten words from your book and make a crossword puzzle.

2. Ask a friend to do it and then check it.

V. Ask your teacher if you may introduce 6 new words to the class. Use charts, acting or pictures to do it.

VI. Draw pictures of things that happened in the story and then ask your teacher if you can tell the story to the class using your pictures.

VII. If your book was a short story and you think the rest of the class would enjoy the story, ask your teacher if you may read it to them. As you read it get the class to list all the sounds, colors or action words that they heard.

VIII. Ask your teacher if you can show the pictures from your book if they were very interesting.

IX.
1. Draw a book jacket for your book.
2. Inside the jacket write 3 sentences that would get another person excited about reading your book.

X.
1. If you had ten minutes to spend with the author of your book, write 4 questions that you would ask him.
2. Now if you have only one minute to ask him something, what would you ask?

XI. COMPREHENSION: ANTICIPATING OUTCOMES

1. The teacher will read orally the first half of an adventure story, then stop.
2. Pretend that you are the author. Finish the story as you think the author would finish it.
3. Read the rest of the story to see how well you were able to guess what the author would write.

XII. COMPREHENSION: ANTICIPATING OUTCOMES

1. Read about half of a mystery story or an adventure story, then close your book.
2. Draw three pictures to show what you think will happen in the remainder of the story.
3. Finish reading the story. Which of your pictures matched events in the story?

XIII. COMPREHENSION: ANTICIPATING OUTCOMES

1. BEFORE you read the story do these things:

    Read the title.
    Study the first picture.
    Read the introductory paragraphs.

2. Now...before you finish reading the story...tell what you think will happen in the story. Put your ideas into good sentences.
3. Finish reading the story.
4. How many of your ideas were correct?

XIV. COMPREHENSION: ANTICIPATING OUTCOMES

1. Read the introductory paragraphs of a new story.
2. Before you finish reading the story, tell who you think the main character is.
3. Tell what kind of person you think this character is.
4. Tell what you think he will do in the story.
5. Finish reading the story.
6. Draw a line through each of your statements which was incorrect.

XV. COMPREHENSION: COMPARING AND CONTRASTING

1. Read two stories from the same unit in a reader.
2. Tell which of the two stories you like best. Explain why.
3. In what way(s) were the stories alike?
4. In what way(s) were the stories different?
5. What kind of stories were these: Make-believe? True-to-life?

XVI. COMPREHENSION: COMPARING AND CONTRASTING

1. Read two stories which deal with the same subject.
2. In what ways were these stories alike?
    a. characters
    b. setting
    c. time
    d. plot
    e. information
3. Which story did you like best?

XVII. COMPREHENSION: COMPARING AND CONTRASTING

1. Read a story about some famous person.
2. In what way was this person different from most famous people whom you have read about?
3. Does this famous person remind you of any other famous person? Whom?
4. In what way(s) were they alike?
5. In what way(s) were they different?

XVIII. COMPREHENSION: COMPARING AND CONTRASTING

1. Where did this story take place? Would you have to make any change in your daily life to live in a setting such as this? If so, list the changes.

2. Choose one character from the story. Compare this character with some person you know quite well. Tell the ways in which they are alike. Then tell the way in which they are different.

XIX. COMPREHENSION: SENSORY IMAGERY

1. Authors often choose words which will help the reader to "see" or "hear" what is happening in the story. Sometimes they use words which help the reader to "smell" or "feel" something in the story. Make a list of words in this story which helped you see or hear or smell or feel something.

XX. COMPREHENSION: EVALUATING CHARACTER TRAITS

1. Write a few sentences about each of the characters in the story.

2. Use specific words from the story to describe the kind of individual each character is.

3. Underline the words you have taken from the story to make this character description.

XII. COMPREHENSION: EVALUATING CHARACTER TRAITS

1. Think about two characters in the story. Write sentences telling what kind of individual each of these characters is.

2. Tell whether these characters would make good neighbors. Give good reasons for your answers.

XXII. COMPREHENSION: EVALUATING CHARACTER TRAITS

1. Choose an interesting character in your story and write a character description of him.

2. Make an illustration of your character. Choose your own way to do it.

    You make him out of clay.
    You make paper and cloth picture of him.
    You may paint him at the easel.
    You may put him on the flannel board.
    You may design him with fingerpaint.
    You may paint him with water colors.
    You may draw him with pencil or crayons.
    JUST MAKE HIM!

XXIII. COMPREHENSION: EVALUATING IDEAS GAINED FROM READING

1. Read the Letters to the Editor in your newspaper.

2. Find one which you think contains a good idea. Tell why you think it is a good idea.

XXIV. COMPREHENSION: EVALUATING IDEAS GAINED FROM READING

1. Find five sentences in a story or article which give true facts.

2. Find five sentences that you think show the opinion of the author and may or may not be true facts.

XXV. COMPREHENSION: EVALUATING IDEAS GAINED FROM READING

1. Read a biography or informational article or story.

2. Look for more about the subject in other books.

3. Can you find anything to add to what the author has said on this subject? If so, what is it?

4. Would you change anything the author has written? Explain.